



Health Champions

PROGRAM GUIDE



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Health Champions Program Guide

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The Center for Healthier Communities at Rady Children's Hospital-San Diego has partnered with **local Business Partners** to create this Health Champions Program Guide.

To learn more about how our local business partners and our organization can support YOU to implement Health Champions at your school OR if you would like to become a Business Partner for Health Champions, please contact:

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I. OVERVIEW

The Health Champions Program

Health Champions is a program designed to increase physical activity and healthy lifestyle knowledge and behaviors as well as promote advocacy for a healthy environment among high school aged participants. A secondary aim of Health Champions is to decrease the rise in obesity rates among adolescent students.

Health Champions Program Goals

Program goals for Health Champions participants:

- Increase knowledge about overweight and obesity and key prevention strategies
- Increase physical activity
- Increase intake of fruits and vegetables
- Decrease soda/sugary drinks and high-fat, high-calorie foods
- Become an advocate for healthy food and physical activity in your environment.

The Facilitator & The Guide

Health Champions is designed to be implemented by a Facilitator working within the organization adopting the program, such as a school, sports teams, or other community based organization. While the program is designed for implementation in a school setting, implementation in other community organizations is also possible. In such cases, individuals such as a youth group leader, team coach, community health worker, or other organization personnel can serve as the Facilitator. Further, in some cases the program may be incorporated into a school's curriculum and implemented during the school day rather than as an after school program. In all cases, the Facilitator is responsible for recruitment of student participants and program implementation.

The Health Champions Program Guide includes simple yet detailed lesson plans and activities to assist the Facilitator. The Program Guide is designed to make it *easy* for the Facilitator to implement Health Champions; to impart basic health concepts via games and activities, engage students in a range of physical activities and demonstrate how to create healthy snacks and meals. Program components include limited didactic sessions and an abundance of hands on activities to keep Health Champion participants active and engaged.

Health Champions is designed for the Facilitator to lead participants through a series of weekly sessions that include each of the following four components:

- A. Ice Breaker and/or Teambuilding Activity
- B. Health Topic
- C. Physical Activity
- Healthy Snack and/or Cooking Demonstration Activity

The Program Guide includes individual sections for each of the four components listed above - so that the Facilitator can easily assemble a complete session by choosing one lesson plan/activity from each section. The sections are designed so that one complete session containing all four components will

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take approximately 90-120 minutes to complete.

Unique to this program, this program incorporates advocacy activities throughout using “Asking for Action” lesson plans and discussions. You will notice that many of the Health Topics include an “Asking for Action” final lesson plan designed to facilitate a discussion about the influence of the environment on making healthy behavior decisions and changes. The concept of advocacy and environmental change is further emphasized in two additional Asking for Action Health Topics. Asking for Action I introduces the concept of advocacy mid-program and allows participants to begin to identify environmental factors that negatively affect their health. This section includes an assessment of the school’s or organization’s environment. Asking for Advocacy II allows participants to identify an environmental challenge and work through a plan to advocate and pursue a solution.

For groups wanted to pursue this topic in further depth, the section in the guide called “Supplemental Activities” includes detailed plans for student participation in a range of community engagement/advocacy projects related to nutrition and physical activity. For example, the opportunity to educate and coach younger students about healthy nutrition and physical activity (similar to the Health Coaches Program, see [next page](#)), implementation of a PhotoVoice project, and a link for a full curriculum (YEAH Manual) on Youth Advocacy in the Community. Each activity has the potential for greater exposure to the positive and negative effects environment has on health and how participants can advocate for a healthier environment.

As you see in the [Table of Contents](#), the Program Guide includes instructions for getting started, an overview of the Facilitator role, recruitment strategies, program and participant pre/post tests and other measures, team building activities, Health Topic lesson plans including behavioral and educational goals, work sheets, sample handouts and links to many other resources, physical activity ideas, lots of healthy snacks and easy recipes, supplemental activities and many additional support materials.

Health Champions Modeled after Health Coaches Program

“(Health Coaches) built character, I have more confidence, and self esteem in my own decisions – like in my ability to analyze food labels and false marketing, not just health-related, but also in my public speaking and ability to talk to a variety of people.”

-2008 Rady Children’s Hoover Health Coach

The Health Champions after school club curriculum is modeled after the successful Health Coaches Program implemented by Rady Children’s Hospital at San Diego’s Hoover High School in the 2007/08 and 2008/09 school years. In this program, high school Health Coaches received training and hands-on practicum in healthy nutrition and physical activity and in turn, coach middle school students on the same healthy behaviors. Participants received more than 100 hours of training and practicum.

Health Coaches completed pre and post surveys to assess changes in knowledge and behavior and tracked individual goals to increase healthy foods and physical activity. Statistical analysis of results indicated a *significant positive trend* in changes in health behaviors and knowledge. Weekly observation, anecdotal information and feedback from focus groups provided a wealth of qualitative information. Key Findings included:

- A highly significant change in the participant’s responses to questions assessing their knowledge, attitudes and behaviors.
- Students self-reported an increase in fruit and vegetable consumption and physical activity, along with a decrease in soda consumption.
- Students reported positive changes in family food purchasing and preparation, and a new found attention to reading nutrition labels.

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How to Use This Guide

The Health Champions Program Guide includes simple yet detailed activities and lesson plans to assist the Facilitator. The Program Guide is designed to make it *easy* for the Facilitator to impart basic healthy lifestyle and advocacy concepts via games and activities, engage students in a range of physical activities and demonstrate how to create healthy snacks and meals. Program components include limited didactic sessions and an abundance of hands on activities to keep Health Champion participants active and engaged.

This guide is divided into five sections:

I. OVERVIEW

II. GETTING STARTED

This section provides an overview of the program and an explanation of areas to consider before beginning participant meetings.

III. SESSION COMPONENTS

This section provides lesson plans/activities divided into four components. The Facilitator can choose one of each of the following components to incorporate into a day's session:

A. Ice Breakers and/or Teambuilding Activities

Health Topics:

Introduction

Goal Setting

Understanding Overweight & Obesity

Reading Food Labels

Asking for Action I

Sugar and Beverages

Nutrition and Healthy Food Choices

Understanding Physical Fitness

Asking for Action II

C. Physical Activities

D. Healthy Snacks and/or Cooking Demonstration Activities

The guide is designed so that choosing one lesson plan/activity from each of the four components (A-D) will result in a meeting length of about 90-120 minutes.

Each of the Health Topics listed above is further broken down into multiple lesson plans - each lasting approximately 30 minutes. The Health Topics may be followed in

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succession from week to week or may be mixed. **However, it is highly recommended that the “Introduction” lesson plan be presented prior to any subsequent lesson plans in the same Health Topic section.** The subsequent lesson plans in each Health Topic section are designed to reinforce and build on the information presented in the “Introduction” lesson plan. Discussions about the importance of environment and advocacy are presented throughout the curriculum. Many of the Health Topics include an “Asking for Action” final lesson plan designed to facilitate a discussion about the influence of the environment on making healthy behavior decisions and changes. . The concept of advocacy and environmental change is further emphasized in two additional Asking for Action Health Topics. Asking for Action I introduces the concept of advocacy mid-program and allows participants to begin to identify environmental factors that negatively affect their health. This section includes an assessment of the school’s or organization’s environment. Asking for Advocacy II allows participants to identify an environmental challenge and work through a plan to advocate and pursue a solution.

IV. SUPPLEMENTAL ACTIVITIES

This section provides lesson plans for optional activities that provide additional hands on and advocacy-related activities to enhance the sessions and reinforce the practice of healthy behaviors. These activities include no or low-cost field trips, community engagement/advocacy activities, and homework ideas. Incorporating advocacy activities into the Health Champions curriculum allows participants to apply their new knowledge and skills to a real life situation. The result of engaging in advocacy will be both a mental and physical transformation. Participants will learn how to actively apply knowledge and build self efficacy for creating change. As a result participants and their peers will be left with an environment that promotes health and wellness for many years to come.

V. ADDITIONAL RESOURCES

This section includes information and resources cited throughout the Health Champions Program Guide as well as information on lessons learned from previously completed Health Champions programs that aim to support the Facilitator.

II. Getting Started

Role of Facilitator

The Program Facilitator will perform a variety of tasks and take on several areas of responsibility. These will likely include, but are not limited to, the following:

Logistics

The program is designed to be versatile enough for implementation in a variety of formats. This program can be conducted as an after-school club, a lunch time club, an addition to an existing on-campus class curriculum (e.g., cooking or fitness class), or as a component of an already existing club or group such as a sports team. Off campus, the guide can be implemented in a variety of community organizations that serve high school youth .

Before beginning, several logistical components should be confirmed. These include location of meetings, duration of the program (i.e., one school year, during a summer, etc.), meeting dates and times, and length of meetings. It is suggested that the Facilitator conduct meetings in a quiet, comfortable environment with ample indoor space for activities. Plan accordingly for special space requirements throughout the program, such as cooking facilities for cooking demonstrations, and outdoor spaces for physical activity. Depending on group size and intensity of the program, duration is suggested to be between one to two hours once a week. However, if time is limited it may be beneficial to split weekly sessions into a didactic session one day and a physical activity session another day.

In addition, the Facilitator must confirm and complete the necessary forms and procedures required by their school or community organization to begin or continue implementation of the Health Champions Program. During this time, it is also recommended to solicit support among faculty and establish potential partnerships with outside organizations for support.

Participants

Prior to starting the Health Champions Program, it may be necessary to build interest in the program and identify potential participants. This process may include putting up flyers, making presentations to groups, and spreading information by word of mouth. The objective is to identify approximately 10-20 youth willing and able to make the commitment to participate regularly and complete the Health Champions program (See Section B—Recruitment and [Appendix 1-Appendix 3](#) for more information and resources).

Assembling Sessions

It is at the discretion of the Facilitator to determine how best to use the guide in choosing
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and assembling components (ice breaker, health topic, etc) for each session. The recommended format of a 90-120 minute session is to begin with a small snack, select one ice breaker or teambuilding activity, follow with a health topic lesson plan, then engage in a physical activity, and end with a healthy snack/food demonstration. Each health topic activity/lesson plan can be presented in about 30 minutes. As mentioned, health topic lesson plans may be followed in succession or be mixed, **however, it is highly recommended to begin each health topic with the “Introduction” section**. Each of the other components (ice breakers, physical activity, cooking demonstrations) can be accomplished in 15-30 minutes. Each lesson plan/activity may be conducted by the Facilitator, a guest speaker, or other teacher on faculty. Of course each component of your session can be shortened or lengthened to meet the interest level of the participants and Facilitator.

This guide is designed so that the Facilitator can either plan ahead and put together sessions ahead of time—or can decide on a weekly basis which components will be covered.

The [Additional Resources](#) section lists organizations, individuals, and websites that are able to provide additional information and/or resources on a health topic.

Finding Additional Program Support

It is always helpful and highly recommended to identify additional support for your program. Three easily accessible sources within the community include guest speakers/instructors, community organizations, and businesses.

Guest speakers provide an opportunity for students to learn about important health topics or engage in new physical activities with community experts. Guest speakers can also reduce the workload and preparation required by the Facilitator. Many community organizations in the health field have staff members with education materials and activities already prepared and are very willing to share their knowledge with young audiences. The Facilitator should determine whether a guest speaker is appropriate for a certain health topic or activity and schedule in advance. If a speaker or instructor is desired, begin by contacting the organization such as one listed in the [Additional Resources](#) section.

Aside from providing guest speakers, community organizations can offer a wide-range of support and resources. Many organizations have educational materials, meeting spaces, volunteers, and ideas they are willing to share. Contact any of the listed organizations in the [Additional Resources](#) section to see how they can best provide for your Health Champions Program.

Business partnerships can offer a substantial amount of program support in the form of donations (monetary and goods such as foods and meeting space), as well as spreading the reach of the program beyond the high school and local community. Local healthy grocery stores such as Henry’s, Whole Foods, Trader Joe’s, Fresh and Easy, and Jimbo’s might be willing to donate food or gift cards to the program with a simple request letter from your school. Be sure to include any non-profit or Title I status information in the letter. Other businesses that can be solicited for donations include local restaurants that promote healthy eating such as Souplantation, local sports teams and stadiums, and local attrac-

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tions such as museums and exhibits. Lastly, it is a good idea to have a list of desired items or donations for each of the businesses you contact in case this information is requested at a later time and to eliminate repetition of donations.

Instruction and Implementation of Physical Activity

It is highly recommended that each session include a physical activity component. Health Champions aims to promote physical activity by exposing participants to a variety of activities. Introducing multiple and varied activities can help students explore new, fun, and easy ways to be physically active. The responsibility of the Facilitator is to gather all necessary equipment, plan the time and location, and be able to effectively communicate the activity to the participants. Whenever possible, it is suggested that the Facilitator also participate in the physical activity to demonstrate that physical activity is fun and accessible for everyone. Depending on the fitness level of participants, physical activity can be as simple as a walk around the school or game of tag to structured work out routines or an organized soccer game.

Resources for Health Related Information

It is not necessary for the Facilitator to be an expert in the areas of advocacy, nutrition, physical activity and/or cooking. While it will be helpful if the Facilitator has a strong interest and understands the basics of the health topics discussed, this guide is designed to provide sufficient information and access to additional resources so that training and expertise in these topics is not required.

Building Program Interest

The number of participants can vary, and will be dependent on the extent of resources and comfort level of the Facilitator. A group of between 10 to 20 participants is recommended. The following ideas and resources may be helpful for building program interest and/or finding additional participants to join your club. However, if the level of program interest is high, the Facilitator may need to take extra steps to limit the number of students. This can be done either on a first come first served basis or application process as described below.

Schedules and Criteria: Before advertising for the program, it is a good idea to create a schedule of all Health Champion Program meetings for the year and define any admissions and/or program requirements. The criteria can be later turned into a program contract for each participant, such as the example provided in [Appendix 32](#).

Marketing: Finding participants can be done by approaching a specific body of participants or by advertising and marketing to the entire school or organization ([Appendix 1](#)), or a combination of both. Consider advertising incentives with the program such as community service or field trip opportunities. Health Champions can also be implemented with an already existing group or as a supplement to an existing program or class curriculum.

Applications: If you deem it necessary or appropriate with your group, you can require that applications be completed by interested individuals. It is recommended to require a teacher recommendation with any application for feedback on potential participants but also to enhance the students' commitment to the program. Sample application and teacher recommendation forms can be found in [Appendix 2](#) and [Appendix 3](#).

Tracking Progress

At various times during the program, the Facilitator is encouraged to have participants complete an assessment of health-related behaviors and knowledge to assess changes and track progress.

The Facilitator is also encouraged to have participants develop individual nutrition and physical activity goals that align with the [Health Champions Program Goals](#). This goal setting activity is included as part of the Health Topic, [Goal Setting](#).

Tools and resources to assist with program and participant measures are listed below with links. All methods of tracking progress are optional and are not required for implementing the Health Champions Program. However, groups receiving support from Rady Children's Hospital San Diego may be required to complete some assessments.

Program Progress

[Health Champions Program Survey \(Appendix 4\)](#): It is recommended that this survey be completed at the beginning of the program to measure the existing level of health knowledge and behaviors that participants have. If desired, administer the same survey at later times during the program, such as before spring break and the last week of school. This survey will help the Facilitator get an understanding of improvement in health related behavior and knowledge, and which goals and objectives were successfully met with the program. The administration of this test is included in [Lesson 1A](#) of Health Topic 1, Introduction.

[Feedback Forms \(Appendix 5\)](#): A variety of feedback forms can be used to solicit feedback from participants throughout the course of the program. Feedback can be collected after each session, after a series of sessions, after a speaker or field trip, or at the completion of the program. Although these forms are not required, they are useful in understanding which activities were enjoyed and which activities need improvement. This step allows for constant betterment of the program and can save resources.

[Group Chats \(Appendix 6\)](#): An informal chat may be conducted before the start of the program to gauge student expectations and gather information about the existing health attitudes, behaviors, and skills of the students. This may help the Facilitator identify which health topics to emphasize during the program and which of the Program Goals participants feel are most important. Participants can bring in their sack lunch or the group can hold a pot luck to enjoy during the chat. The Facilitator may wish to conduct another chat at the end of the program to determine which parts of the program were most successful, had the greatest impact etc. Again, this session is informal and serves as an opportunity to for the Facilitator to ask any general and open-ended question he or she may have for the students about the program.

III. Session Components

It is suggested that the Facilitator assemble a weekly Health Champions session by choosing one activity from each of the components listed below (A-D) for an overall meeting length of approximately 90-120 minutes.

Note that the Health Topics sections are broken down into lesson plans/activities each lasting approximately 30 minutes. These may be followed in succession from week to week or may be mixed. It is highly suggested that the “Introduction” lesson plans be presented prior to any subsequent within the same Health Topic . The subsequent lesson plan/activities in each Health Topic section are designed to reinforce and build on the information presented in the “Introduction”. Selected Health Topics include an “Asking for Action” final lesson plan designed to facilitate a discussion about the influence of environment on healthy lifestyle behaviors. The concept of advocacy and environmental change is further emphasized in two additional Asking for Action Health Topics. Asking for Action I introduces the concept of advocacy mid-program and allows participants to begin to identify environmental factors that negatively affect their health. This section includes an assessment of the school’s or organization’s environment. Asking for Advocacy II allows participants to identify an environmental challenge and work through a plan to advocate and pursue a solution.

Ice Breaker and/or Teambuilding Activity

Health Topics

1. Introduction
2. Goal Setting
3. Understanding Overweight & Obesity
4. Reading Food labels
5. Asking for Action I
6. Sugar and Beverages
7. Nutrition and Healthy Food Choices
8. Understanding Physical Fitness
9. Asking for Action II

Physical Activity

Snacks and/or Cooking Demonstration

A. Ice Breakers/Teambuilding Activities

1. *Name game with ball*

Materials needed: Small ball or soft object to toss (minimum of one, option of two)

Participants stand in a circle and introduce themselves one at a time to the whole group. One participant is handed a ball or small object and is instructed to say the name of another participant and toss the ball to that person. The ball may not be tossed to a person on either side of the thrower. The ball also must be tossed to a *new* person each time until all participants have been thrown to. Repeat a couple of rounds. Introduce a second ball or small object and try have two going at the same time.

2. *Person in the Middle*

Materials needed: Chairs (one less than number of participants, arranged in a circle)

This activity will allow participants to learn more about each other and begin to feel more comfortable working as a group.

Arrange chairs in a circle facing inward with one less chair than there are participants

Have each participant sit in chair and select one person to start the activity by standing in the center of the circle.

The person in the middle of the circle makes a statement about him/herself. Give examples to the group so they understand.

Examples: I have never been to the Grand Canyon

I love to eat strawberries

I am a procrastinator

The seated participants that “agree” with (have the same experience as) the person in the middle’s statement have to get up from their chair and find a new, empty one

The person in the middle also tries to find a seat so s/he is no longer in the middle

Whomever is left without a seat is now the “person in the middle” and will make a statement Continue this activity for about 15-20 minutes to allow the group time to warm up to each other.

Upon completing the activity, ask participants to place chairs in the original arrangement and take a seat.

Ask participants to share their thoughts about the activity. Explain to participants that the activity was intended to allow them to become acquainted with one another and have some fun as well as some physical activity.

I. Ice Breakers and Teambuilding (continued)

3. *Human Knot*

Materials needed: None

Instruct participants stand tightly in a circle facing in. Each person puts out their right hand and grabs on to the right hand of another person. Do the same with the left hand and grab hands with a different person than the right hand. The cross-linking of hands forms a “knot” between participants. Participants must then untangle the “knot” until the group is standing in a circle with no hands crossed. It is up to each group to decide how to untangle themselves. For example they can all untangle themselves at different “knots” at the same time, they can work on one “knot” at a time, they can have one person giving instructions verbally, or they could all give instructions at the same time. If group is very large (cannot cross all hands easily), considered breaking into two smaller groups. In order to learn each other’s names, instruct participants to use first names in every communication. When the group has completed the activity, briefly discuss one or all of the following:

- How well did you think the group worked together?
- What could have been done differently?
- What do you think you've learned from this activity which can be applied in future activities?

4. *Group sit in a circle*

Materials needed: None

Instruct group to get into a circle shoulder to shoulder. Have everyone turn to their right so that they are facing the back of the person in front of them. Have everyone take a step inward—toward the center. Instruct everyone to slowly lower themselves into a sitting position (Note: This will only work if ALL participants lower themselves. Group will fall if any one person does not stay with the group). This will usually take a couple of tries and will require communication and problem solving. To extend activity try breaking into smaller groups (e.g., juniors-seniors, boys-girls) to see which can sit faster.

5. *Name plus reflective clothing*

Materials needed: None

Instruct participants that “we will go around the room and I would like each of you to share your name and tell us about something that you are wearing that is reflective of you; I’ll start.”

Examples:

- I am wearing a UCSD sweatshirt because that is where I went to college.*
- I am wearing running shoes because I like to run after school at the beach.*
- I am wearing this necklace because it was a gift from my mother on my 10th birthday when we went to Disneyland.*

I. Ice Breakers and Teambuilding (continued)

6. *Trust Walk*

Materials needed: *Blind folds (half the number of participants)*

Pair up participants and explain that they will be doing a trust walk where one person will be blindfolded as the partner verbally guides them through a designated “course”. Emphasize that it is very important that the blind folded person does not peek and that the guide must be very careful and specific in their instructions.

Have one person in each pair put on a blind fold.

Hand the guide a small map of the “course” that they must complete. Each pair should have a fairly different course to avoid confusion and collisions with other pairs.

Instruct the guides that they will have 10 minutes to complete their “course” (longer or shorter depending on time available).

Once first round has been completed, switch partners and repeat giving each pair a new course.

7. *Partner lift back to back*

Materials needed: *None*

Pair up participants and have them spread out, sit back to back, and link arms.

Instruct pairs to stand up while remaining back to back with arms linked. (Hint: place feet wide for greater stability)

If participants are able to stand up easily and quickly, try seeing which pair can stand up the most times in one minute.

8. *Musical hula hoop*

Materials needed: *1-2 hula hoops*

To play you need a hula-hoop and some music.

Participants stand in a circle holding hands with a hula-hoop hanging on one person's arm.

The Facilitator starts the music and players pass the hoop to the next person by wiggling through it. Players must remain holding hands.

The player stuck with the hoop when the music stops is out.

To make the game more difficult, try playing with two hoops.

I. Ice Breakers and Teambuilding (continued)

9. *Spoon and grape race*

Materials needed: *Plastic spoons, grapes, and buckets or jugs (one per pair)*

Pair up participants. Give one bucket or jug to each pair and ask them to line them up at one end.

Explain that the goal is to help your partner get as many grapes into the bucket in a certain amount of time. One person in the pair will be blindfolded and guided verbally by their partner to the bucket holding a spoon in their mouth. The grape must be transported on the spoon.

Guide will first blindfold their partner and have them stand at the opposite side of the bucket (about 10-15ft)

Guide will place a grape in the spoon being held in the mouth of the blindfolded person.

Guide will then stand behind the bucket at the opposite end.

When Facilitator says to start the guides will start to verbally instruct their partner to the bucket and instruct them how to best drop the spoon into the bucket on the ground.

If the grape falls on the ground and not into the bucket, the guide must bring the blindfolded person back the starting point, replace the grape, and start again.

When first round has been completed, switch partners. Count total grapes in each bucket to identify winning team.

10. *Ha Ha game*

Materials needed: *None*

Everyone lies down so that their heads rest on another person's tummy; the group should all be interconnected by heads and tummies.

Set a mock "serious" tone

Optional: Eyes closed

The challenge is NOT to laugh

The other part of the challenge is for the first person to say out loud "Ha!" The second person says "Ha-ha", and so on

The groups tries to see how far the "Ha" gets along the line before someone laughs

After a few attempts, this generally descends into uncontrollable laughter

Important: Be aware of potential body self-consciousness issues, e.g., may not be a comfortable activity for some overweight people or a conservative group.

I. Ice Breakers and Teambuilding (continued)

11. Tall Stories

Materials needed: None

The leader starts a story with a sentence that ends in "SUDDENLY." The next person then has to add to the story with his or her own sentence that ends in "SUDDENLY." Continue the story until everyone has contributed. The story becomes crazier as each person adds their sentence. An additional option would be to record the audio of the story and play it back or have someone write it down and tell it back to the group again. For example. "Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY..."

12. Sentence Completion

Materials needed: None

Begin by saying a sentence and have the participants complete it. You can have each student have a turn at completing the same sentence or you can create a new sentence for each individual. Examples:

If I could throw caution to the winds and really risk, I would...

The Disney character I would like to be is...

The most important decision of my life was/is...

As a child, my favorite game was...

My favorite movie of all time is...

What makes me laugh is...

Children are...

I cry when...

Another option would be to have participants fill in the blanks of a sentence. Examples:

I need _____ to make my life complete. (...because...)

If I had _____ I would be the happiest person in the world.

If I could explain my life as an animal, that animal would be a _____.

A gift I would like to receive from others is _____.

If I had all of the money in the world, I would _____.

I will eat anything put in front of me except _____.

School for me in _____.

If I had to give up a prized possession, it would be _____.

B. Health Topics

Topic 1 Introduction

Lesson Plan 1A Introduction: Survey and Group Chat

Topic 2 Goal Setting

Lesson Plan 2A Goal Setting: Introduction

Lesson Plan 2B Goal Setting: Development of Individual Goals

Lesson Plan 2C Goal Setting: Individual Goals Follow-Up

Topic 3 Understanding Overweight & Obesity

Lesson Plan 3A Understanding Overweight & Obesity: Introduction

Lesson Plan 3B Understanding Overweight & Obesity: Obesity-Related Diseases and Prevention

Lesson Plan 3C Understanding Overweight & Obesity: Methods of Prevention and Reduction

Lesson Plan 3D Understanding Overweight & Obesity: Obesity in Different Populations

Lesson Plan 3E Understanding Overweight & Obesity: Living with Obesity

Lesson Plan 3F Understanding Overweight & Obesity: The Fast Food Link

Lesson Plan 3G Understanding Overweight & Obesity: Recall and Reflection

Lesson Plan 3H Understanding Overweight & Obesity: Asking for Action Discussion

Topic 4 Reading Food Labels

Lesson Plan 4A Reading Food Labels: Introduction

Lesson Plan 4B Reading Food Labels: Stoplight Method

Lesson Plan 4C Reading Food Labels: Label Reading Skills

Lesson Plan 4D Reading Food Labels: Advanced Associations

Lesson Plan 4E Reading Food Labels: Label Reading Skills in Action

Lesson Plan 4F Reading Food Labels: Asking for Action Discussion

Topic 5 Asking for Action I

Lesson Plan 5A Asking for Action I: What is Community?

Lesson Plan 5B Asking for Action I: Pick a Problem

Lesson Plan 5C Asking for Action I: Identify a Solution

Topic 6 Sugar and Beverages

Lesson Plan 6A Sugar & Beverages: Introduction

Lesson Plan 6B Sugar & Beverages: Identifying Sugar and Beverage Alternatives

Lesson Plan 6C: Sugar & Beverages: Asking for Action Discussion

Topic 7 Nutrition & Healthy Food Choices

Lesson Plan 7A Nutrition & Healthy Food Choices: Introduction

Lesson Plan 7B Nutrition & Healthy Food Choices: Meal Choices

Lesson Plan 7C Nutrition & Healthy Food Choices: Balancing Meals

Lesson Plan 7D Nutrition & Healthy Food Choices: Choices in Action

Lesson Plan 7E Nutrition & Healthy Food Choices: Food Handling and Safety

Lesson Plan 7F Nutrition & Healthy Food Choices: Cooking Activities

Lesson Plan 7G Nutrition & Healthy Food Choices: Daily Nutrition

Lesson Plan 7H Nutrition & Healthy Food Choices: Asking for Action Discussion

Topic 8 Understanding Physical Fitness

Lesson Plan 8A Understanding Physical Fitness: Introduction

Lesson Plan 8B Understanding Physical Fitness: Energy Equation

Lesson Plan 8C Understanding Physical Fitness: Personal Fitness

Lesson Plan 8D Understanding Physical Fitness: Nutrition Expert

Lesson Plan 8E Understanding Physical Fitness: Asking for Action Discussion

Topic 9 Asking for Action II

Lesson Plan 9A Asking for Action II: Identify Policy Players

Lesson Plan 9B Asking for Action II: Build an Action Plan

Lesson Plan 9C Asking for Action II: Take Action

Lesson Plan 9D Asking for Action II: Review the Process

Health Topic 1

Introduction

Lesson Plan 1A Introduction: Survey and Group Chat



- Learning Objective: To understand the purpose and goals of the Health Champions Club.
- Behavioral Objective: To complete the Health Champions Program Survey ([Appendix 4](#)) and Group Chat ([Appendix 6](#)).

Activity: Health Champions Program Survey

Materials needed: Health Champions Program Survey ([Appendix 4](#)), writing instruments

Hand out a Health Champions Program Survey and a writing instrument to each participant. Instruct them to take as much time as they need to complete the entire survey and to be careful not to skip questions. This is an individual activity and answers should not be shared between participants. Have the group remain quiet until all surveys are complete.

NOTE: At the end of the program, administer the post survey. This survey will assess if there were any changes from the pre-survey and will provide qualitative feedback about the program.

Activity: Group Chat

Materials needed: Group Chat Questions ([Appendix 6](#))

Arrange tables, chairs or desks so that participants can all take equal part in the chat (e.g., in a circle or U-shape). Using questions from the Group Chat Start of Program Questions or a list created by the Facilitator, begin an informal discussion about what the participants would like to accomplish in the program, and what Health Topics would be most important or beneficial to them. Begin by discussing personal health-related goals. Follow with a discussion about how each participant's individual environment affects their lifestyle habits and if there are any changes that they would want to make if they were given the opportunity.

If desired, provide students with small snacks and beverages to enjoy during the chat.

Also, having someone take notes or using a recording device is useful for recalling important information at a later time.

Additional group chats can be held during subsequent sessions to check in with the participants throughout the program.

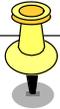
Health Topic 2

Goal Setting

Lesson Plan 2A Goal Setting: Introduction

Lesson Plan 2B Goal Setting: Development of Individual Goals

Lesson Plan 2C Goal Setting: Individual Goals Follow-Up



Learning Objective: To understand the components of a SMART goal.
Behavioral Objective: To complete the SMART Goals Worksheet
([Appendix 9](#)).

Activity: Understanding SMART Goals

Materials needed: SMART Goals Worksheet ([Appendix 9](#))

The following information is an overview of SMART goal setting, a popular method of setting achievable goals.

Distribute the SMART Goals Worksheet ([Appendix 9](#)) to participants and explain the following components of a SMART goal as you work together to complete the worksheet:

Specific – a specific goal is much more likely to be achieved than a general goal. The following questions should be answered:

Who? (Who is involved?)

What? (What do I want to accomplish?)

Where? (Identify a location.)

When? (Establish a time frame.)

Which? (Identify requirements and constraints.)

Why? (Specific reasons, purpose, or benefits of accomplishing a goal.)

Ex: General goal = “Get in shape”

Specific goal = “Join a soccer team and play three times a week.”

Measurable – Establish criteria for measuring the attainment of your goal. (i.e. How much? How many? How will I know when this goal is achieved?)

Attainable – Create goals that are not out of reach of your personal capacities, resources, and skills. Aim for a goal that is important to you.

Realistic – you must be both willing and able to achieve your goal. Do not set goals too high or too low.

Timely – Attach a time frame to your goal. For example, setting a goal to be accomplished “by June 1st” or “in the next two months” is better than saying “someday” or “within the next year”.

Briefly discuss the questions included in the SMART Goals Worksheet as a group.



Learning Objective:	To understand the recommended daily amount of food intake and physical activity for a healthy teenager.
Behavioral Objective:	Each participant will create at least one SMART eating habit goal and one SMART physical activity goal.

Activity: Setting Individual Goals

Materials needed: Computer with Internet access (minimum one), blackboard or whiteboard with writing instrument

Explain that in order for participants to set individual goals, it will help to first get them thinking about their current eating habits and physical activity. To do this, they will be conducting a personal assessment for these two areas. Once healthy and unhealthy behaviors have been identified, the next step will be for each participant to develop SMART personal health goals (one eating habit goal and one physical activity goal).

If enough computer stations are available, have students complete their own personal food intake and physical activity online assessments at <http://www.mypyramidtracker.gov/>. If only the Facilitator's computer is available, have participants pair up or remain in a large group and assess an "average" day of food intake and physical activity. Have them create a "typical" teenager and have them list what they think is an average weight and height. Be creative and have them draw a picture of the person on the blackboard/whiteboard. Have students come up to the board and list what they think their "typical" teenager has eaten for the day (breakfast, lunch, dinner, and snacks) and also any physical activity that was done. Input results into the online assessment.

Analyze results and discuss as a group.

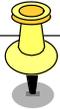
How did the food intake/exercise input by the students compare with the recommendations?

Were calories higher or lower than recommended? Why do you think that is?

How did fruit and vegetable intake compare to recommended value?

How many performed the recommended amount of physical activity? If not, how could you increase physical activity to meet recommendations?

Instruct participants to spend 10 minutes developing their individual eating habit and physical activity goals using the SMART goal setting guidelines. Circulate around the room to help participants.



Learning Objective:
Behavioral Objective:

To understand how to track an individual goal.
Each participant will identify at least one barrier to achieving his or her individual goal and one solution for the identified barrier.

Activity: Barriers and Solutions to Individual Goals

Materials needed: None

Break into 2-3 smaller groups.

Have participants share goals in their groups.

Instruct groups to list specific barriers or challenges to achieving their goals.

Have each group share their barriers and challenges with the larger group. Follow up by brainstorming (as one large group) possible solutions to the barriers and challenges mentioned.

Use a couple of the brainstormed barriers to discuss how environment can affect them. Use the following questions as a guide:

Is your personal environment safe and clean? Is this needed to reach your goal?

Do you have the support from family, friends, and teachers to reach your goal?

Are there enough resources to reach your goal (money, equipment, etc.)?

What changes in your environment would make it easier to reach your goal?

How would you advocate for these changes? Who would need to be involved?

Activity: Tracking and Self Monitor Forms for Individual Goals

Materials needed: Tracking/Self Monitor Forms (Appendix 7 and Appendix 8)

Distribute Tracking/Self Monitor Forms (Appendix 7 and Appendix 8) to participants according to the type of individual goal that was set. Students can monitor either an eating habits goal, a physical activity goal, or both.

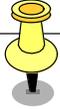
Explain to participants that they will be responsible for accurately and truthfully tracking their goal progress. If able, have participants provide weekly updates on their progress at the beginning of subsequent sessions.

To use the monitoring forms have each participant put their name and SMART goal where indicated. Participants should keep these forms in a visible location. Each day participants should mark whether or not they achieved their goal for the day. At the end of each week, have them put a sticker or indicate whether they met, exceeded, or did not meet their SMART goal. At the end of four weeks, have participants bring in the form to talk about their tracking process.

Health Topic 3

Understanding Overweight & Obesity

Lesson Plan 3A	Understanding Overweight & Obesity: Introduction
Lesson Plan 3B	Understanding Overweight & Obesity: Obesity-Related Diseases and Prevention
Lesson Plan 3C	Understanding Overweight & Obesity: Methods of Prevention and Reduction
Lesson Plan 3D	Understanding Overweight & Obesity: Obesity in Different Populations
Lesson Plan 3E	Understanding Overweight & Obesity: Living with Obesity
Lesson Plan 3F	Understanding Overweight & Obesity: The Fast Food Link
Lesson Plan 3G	Understanding Overweight & Obesity: Recall and Reflection
Lesson Plan 3H	Understanding Overweight & Obesity: Asking for Action Discussion



Learning Objective: To understand obesity trends in the US population and at least two risk factors for obesity.

Behavioral Objective: To calculate personal body mass index (BMI).

Activity: **What is obesity and why is it a concern?**

Materials needed: None (Appendix 10 optional)

Information can be covered by the Facilitator or guest speaker:

What is obesity?

The World Health Organization defines overweight and obesity as “as abnormal or excessive fat accumulation that presents a risk to health”.

Overweight and obesity are both labels for ranges of weight that are greater than what is generally considered healthy for a given height. The terms also identify ranges of weight that have been shown to increase the likelihood of certain diseases and other health problems. Obese children and adolescents are more likely to become obese as adults. For example, one study found that approximately 80% of children who were overweight at aged 10–15 years were obese adults at age 25 years. Another study found that 25% of obese adults were overweight as children. The latter study also found that if overweight begins before 8 years of age, obesity in adulthood is likely to be more severe.

Overweight and obesity are major risk factors for a number of chronic diseases, including:

- Coronary heart disease
- Type 2 diabetes
- Cancers (endometrial, breast, and colon)
- Hypertension (high blood pressure)
- Dyslipidemia (for example, high total cholesterol or high levels of triglycerides)
- Stroke
- Liver and Gallbladder disease

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Sleep apnea and respiratory problems

Osteoarthritis (a degeneration of cartilage and its underlying bone within a joint)

Gynecological problems (abnormal menses, infertility)

Obesity and prevalence in young people

Increases from 1980 to 2006 (NHANES surveys (1976–1980 and 2003–2006)

2–5 years, prevalence increased from 5.0% to 12.4%

6–11 years, prevalence increased from 6.5% to 17.0%

12–19 years, prevalence increased from 5.0% to 17.6%

Obese children and adolescents are more likely to become obese as adults

Ways to reduce risk: Proper nutrition & Regular physical activity

A fact sheet outlining the obesity epidemic in San Diego students can be found in [Appendix 10](#).

For more information on obesity visit the following websites:

<http://www.obesity.org/resources-for/what-is-obesity.htm>

<http://www.iom.edu/?id=22638>

<http://www.cdc.gov/obesity/>

<http://www.who.int/dietphysicalactivity/media/en/gsf Obesity.pdf>

http://www.allergan.com/assets/pdf/obesity_fact_sheet.pdf

<http://www.stopobesityalliance.org/facts-and-resources/obesity-fact-sheet/>

Activity: **Calculating BMI**

Materials needed: Computer with Internet access (minimum one), calculator

Body Mass Index (BMI) is a number calculated from a person's weight and height that and that is a fairly reliable indicator of body fatness for most people. BMI is a person's weight (in kilograms) divided by the square of his or her height (in meters). A person with a BMI of 30 or more is generally considered obese. A person with a BMI equal to or more than 25 is con-

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sidered overweight.

For further definition and background on Body Mass Index (BMI) and its use as an indicator for obesity visit the following website:

<http://www.cdc.gov/healthyweight/assessing/bmi/index.html>

Several BMI calculators are available online. The CDC BMI calculator for children and teens can be found at <http://apps.nccd.cdc.gov/dnpabmi/Calculator.aspx>

If computers are available have students calculate their personal BMI. If computers are not available use the following equation:

$$\text{BMI} = (\text{weight in kilograms}) \div (\text{height in meters})^2$$

Note: 1 pound \cong 0.45 kilogram and 1 inch \cong 0.0254 meter

This activity can be done a few ways:

1. Individually during the lesson plan.
2. Individually at home. Students can calculate their BMI in privacy. In this case, simply provide the website or equation from above to them.
3. As a group for a variety of heights and weights. Try taking an average height and then explore the BMI of different weights. For example, a female that is 5'6 and 50kgs (110lbs), 60kgs (132lbs), and 70kgs (154lbs). Follow up by assessing whether or not the BMI calculated is healthy or unhealthy.

End discussion with asking if there are any other indicators of obesity besides BMI that can be looked at.

Activity: Overview of causes and risk factors

Materials needed: Blackboard or Whiteboard with writing instrument

Have students brainstorm causes and risk factors that they know contribute to obesity. The following is a list of some of the more generally recognized causes and risk factors of obesity, but is not an exhaustive list. Try to include risk factors that are specific to the students and their community. Visit the following website for more information on the causes and consequences of obesity: <http://www.cdc.gov/obesity/causes/index.html>

Individual Risk Factors

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Genetics – can affect how and where fat is stored in the body. Also effects the efficiency of metabolism and how the body burns calories during exercise

Family History – obesity runs in families because of genetics, similar eating habits, life-style, and activity habits.

Age – typically your risk increases with age, muscle mass also decreases with age which slows metabolism therefore one must decrease caloric intake to avoid weight gain.

Smoking

Unhealthy eating

Physical inactivity

Lack of sleep

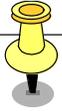
Lack of education about how to cook healthy

Friends & family – more likely to become obese if you have obese friends or relatives.

Environment Risk Factors

Lack of access to safe places to exercise

Lack of affordable fruits and vegetables or other healthy foods



Learning Objective: To understand and identify at least two obesity-related diseases.

Behavioral Objective: To practice one method of obesity prevention for a minimum of one week.

Activity: Obesity related diseases: Profile Activity

Materials needed: Profile Worksheet and Stories (Appendix 11), Blackboard/Whiteboard or Easel with writing instrument.

Begin by asking participants if they can name any obesity related diseases—especially among children. See how many of the following they can name:

- ◆ Type 2 Diabetes
- ◆ Heart Disease (high blood pressure, high cholesterol, heart attack, stroke)
- ◆ Respiratory Problems (asthma, shortness of breath)
- ◆ Dyslipidemia—high cholesterol
- ◆ Sleep problems
- ◆ Liver disease
- ◆ Depression/ Low Self-Esteem
- ◆ Orthopedic Problems

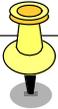
Split students into six groups and give each group a profile worksheet and a profile story (Appendix 11). Include a picture cut out from a magazine or have students draw their person in the box on the worksheet. Have students read through the story and complete the worksheet.

When all groups have completed their worksheets have each present their profile.

Suggestion: Have groups create fictitious “MySpace” account page on a white board or easel. Include the information from the worksheet and create a personal SMART goal for their assigned person.

NOTE: “Emily” is included to illustrate the different types of diabetes. Please emphasize that the majority of Type 1 diabetes cases are genetic and not related to obesity.

Suggested associated activity: [Heart Alert tag](#) (see Physical Activity section)



- Learning Objective: To understand the methods of obesity prevention and reduction at the individual, environmental, and policy level.
- Behavioral Objective: To identify one individual method for reducing obesity risk and to practice that method for at least one week.

Activity: **Methods of Prevention and Reduction**

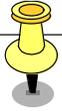
Materials needed: Computer with Internet access and Powerpoint, Projector, Paper, Writing instruments

Review the website located at <http://www.cdph.ca.gov/programs/COPP/Pages/default.aspx> and the Powerpoint presentation located at http://www.csrees.usda.gov/nea/food/pdfs/roundtable_presentations_mullis.pdf. Present the Powerpoint to students or summarize key points to emphasize that obesity is influenced by choices at many levels, not just the choices of the individual. Solutions can come from every level.

Conduct a “round robin” approach to brainstorm ways to prevent and reduce obesity. Ask students to separate methods into the individual, environment, and policy levels. Use the following if students fall short of ideas:

<u>Individual</u>	<u>Environmental</u>	<u>Policy</u>
Eating more fruits and vegetables	Farmers Markets	Menu labeling in restaurants
Walk to the store, school, etc.	Community Gardens	Joint Use agreements with school and community centers
Pack a healthy lunch	Corner Stores	Restricting junk food and beverage advertising
Reading food labels	Healthy Food Retail	Healthy vending
	Repair playgrounds and parks	
	Complete/Repair Streets	
	Family practices	

After brainstorming different methods to prevent and reduce obesity have each student pick one method from the list to practice at home and at school for at least one week.



Learning Objective: To understand and identify the trend for teenage obesity and two associated risk factors.

Behavioral Objective: Review individual SMART Goals and discuss tracking status.

Activity: Obesity in Teens

Materials needed: Appendix 12

Begin by presenting the Powerpoint presentation located in [Appendix 12](#), which covers promotion of a healthy lifestyle for teens. It touches upon the epidemic in teens, along with implications and ways to address the problem. It is a great overview and opens up the group for further discussion.

After the presentation try the following discussion topics to review and analyze the information (or come up with your own):

What do you think causes obesity and helps prevent obesity?

What do your friends say?

What do you hear on TV and other media?

What is the most important message to deliver to your peers about the problem of obesity?

How is junk food contributing to the obesity problem? **No nutrients, contains bad oils and toxins, salt, high fructose corn syrup, high carbohydrate levels can lead to nutritional deficiencies**

What kind of behaviors lead to unhealthy eating? **Compulsions, advertisement effects, internal needs**

How can you determine the right amount to eat? **Learn portion sizes, eat an amount based on activity level**

How does screen time contribute to the problem (watching TV, playing video games, surfing the Internet)? **Keep in mind you should be active at least an hour a day**

How does stress influence weight gain and obesity? **Brain stress, cortisol effecting metabolism, lower immune system, inflammation, increase fat production retention**

Are there any factors that contribute to obesity and weight gain that we absolutely no control of? **Yes, Genetics and viruses**

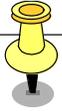
Any closing thoughts?

Activity: SMART Goals Review

Materials: None

Review individual SMART goals and have students volunteer to share the tracking status for each.

Lesson Plan 3E Understanding Overweight & Obesity: Living with Obesity



Learning Objective: To identify at least one physical and one emotional effect of living with obesity.

Behavioral Objective: Review individual SMART Goals and discuss tracking status.

Activity: MTV's True Life "I'm Obese"

Materials needed: Computer with Internet access, Projector

Explain to students that they will be watching an excerpt from MTV's True Life.

Watch the True Life clip located at <http://amyhwilliams.com/>.

After clip, discuss. Use the following as a guide or create your own prompts:

- ✦ General thoughts
- ✦ What lifestyle habits did Amy have that lead to her obesity?
- ✦ Besides the physical weight, how else did obesity affect Amy's life?
- ✦ What diseases did Amy have as a result of her obesity?
- ✦ How did others treat Amy? Do you think the behavior of others would motivate Amy to make a change in her lifestyle?

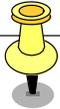
If group shows interest, show the "This is Me Now" follow-up.

Activity: SMART Goals Review

Materials: None

Review individual SMART goals and have students volunteer to share the tracking status for each.

Lesson Plan 3F Understanding Overweight & Obesity: The Fast Food Link



- Learning Objective: To understand and identify at least two ways in which fast food contributes to overweight and obesity.
- Behavioral Objective: To reach group consensus on three solutions to breaking the link between the obesity epidemic and fast food restaurants.

Activity: Supersize Me

Materials needed: Computer with Internet access and projector OR Supersize Me DVD, DVD player, and television.

Rent the movie or use the websites YouTube or Google Videos to show clips from Supersize Me. Focus on clips that show the consequences of poor nutrition/fast food on obesity and health. An education enhanced version is also available for purchase. For more information visit <http://www.mmischools.com/Articles/ReadArticle.aspx?ArticleID=12223>.

After watching discuss thoughts on fast food restaurants and their effects on obesity. Possible questions to begin with:

1. Most people know that convenience food (CF) is loaded with salt, sugar and fat. They have heard that CF is a substantial factor in causing the obesity epidemic which sickens and kills millions every year. Some of them know that in the U.S., the obesity epidemic is the second leading cause of preventable death. List the facts that affect the answer to the following question: *When a consumer eats fast food from a restaurant like McDonald's or Burger King or buys convenience food in a store, who is responsible for the deterioration in the consumer's health caused by eating that food? Is it the consumer or is it the company that runs the restaurant?* **Suggested Response:** Start by asking the students what they think the facts are. Write their suggestions on the board using a chart summarizing the facts. Have students write the details of the factors.

(1) Consumer Decides -- People are not forced to eat convenience food or to go into a fast food restaurant.

(2) Advertising/Marketing -- Convenience food manufacturers and fast food restaurants try to sell as much food as they can. They use a number of marketing tactics including advertising aimed at children, pricing structures aimed at getting people to purchase food they don't need (a good example is super sizing, the in-

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Lesson Plan 3F Understanding Overweight & Obesity: The Fast Food Link

(Continued from page 38)

crease in portion sizes for just a small increase in price), and advertising aimed at subconscious urges and desires (like the desire to be cool and with the "in crowd").

(3) Nondisclosure -- Convenience food manufacturers often do not fully disclose the dangers of the foods they serve. Frequently they lie and dissemble to hide how unhealthy their food really is.

(4) Substitutes Food -- Convenience food manufacturers manipulate the food to make it taste better, to make it less expensive, and to add to its shelf life in ways that make the food more dangerous and less healthy.

(5) Cheap -- CF is often cheap and there is a benefit to consumers in having inexpensive food available to them.

(6) Tasty -- CF often tastes good and consumers like that.

(7) Profits -- The CF companies make a large profit, hundreds of millions of dollars

If the discussion stalls, the questions set out below might get the discussion going again.

A. If the industry creates the desire for the product through advertising, isn't it responsible for what happens when people try to satisfy that desire?

B. Advertising plays upon people psychologically in ways that are not immediately apparent to adults and to children, especially young children. Shouldn't the industry which puts out that advertising and tries to profit from it, pay for some of the collateral damage?

C. The convenience food companies have not been up front in their advertising about the dangers their products present: the calories, the trans fat, the saturated fat, the sugar and the salt. For example, it is known that trans fats clog arteries and cause heart disease. The trans fat in convenience food is all man-made. A chemical process is used to convert unsaturated fat to saturated fat. If a fast food restaurant advertises heavily, trying to get people to buy its product, claiming that it tastes good, and then puts trans fats into it to increase shelf life, doesn't that restaurant have a responsibility to warn the consumer that there are substances in the product that may be harmful? Is this also true of convenience food makers that put high amounts of salt, sugar or fat in the food?

D. What about the fact that convenience food companies lie about the health effects of their food? Remember what Mr. Spurlock found when he tested the data posted on the McDonald's web site?

E. The final decision to purchase is made by the consumer. While the company creates the desire, no one forces the consumer to act on it.

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Lesson Plan 3F Understanding Overweight & Obesity: The Fast Food Link

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F. What about this class, people who have seen the movie and had this lesson. The class has been warned and the students in the class are now educated consumers.

If one of the class goes into a fast food restaurant, who's responsible now?

G. No one has time to check out the health benefits of all the food that they eat.

How can the consumer be held responsible?

2. Once the list includes at least the seven factors described above, ask for an answer to the question of who is responsible, the consumer or the company. *Suggested Response:* The suggested strongest answer is that there is responsibility on both sides. After about five minutes, cut off discussion of this issue and pose the next question.

3. Tell students to imagine their class is a congressional committee with the responsibility to recommend what the government should do to fight the obesity epidemic and to regulate the fast food industry. Tell the class that this will be somewhat like the government's campaign to reduce smoking. The plan should be based on the extent of responsibility that the consumer or the industry bears for the harm caused by the eating at places like McDonald's and Burger King. It should be practical. It should be effective.

Suggested Response: Here are some ideas about general ways to approach the problem. The class can add to this list and must determine how best to implement these ideas.

Possible solutions might include:

- a sales tax on fast food to pay for PR campaigns to limit consumption, to defray the increased medical costs of those who eat fast food, or to subsidize fresh food production; the problem with this approach is that it would be very hard to determine which restaurants served fast food, so the tax would have to be on all restaurants;

- limits on restaurant hours;

- limits on the age of customers;

- requirements that warning labels be placed on food wrapping and menus;

- requirements that alternative healthy choices be offered;

- prohibition on advertising or limits on advertising, such as limits on advertising directed at children;

- creation of a really well designed PR campaign to convince people to stop eating convenience food;

- prohibitions on super sizing;

- limits on the calorie content, salt content and fat content; and

- limits on the types of foods that can be sold, e.g., all meat must have a low fat content; all meals must have a salad, a cooked green vegetable, and cheese or milk.

Write each suggestion on the board. When the creativity of the class has been exhausted or the time allotted for this part of the exercise has been consumed, have the class debate whether the proposed solution is just, practical to implement, and effective. Then let the class vote on which regulations to adopt.

Lesson Plan 3G Understanding Overweight & Obesity: Recall and Reflection



Learning Objective: To recall the prompted information from previous Health Champions sessions.

Behavioral Objective: To write down two ways in which help the student prevent obesity and two ways to help the student's family prevent obesity.

Activity: Recall and Reflection

Materials needed: Paper and writing instruments

This activity is designed to have the students recall their knowledge regarding obesity. Once information has been reinforced, students will then apply their knowledge critically in a reflection exercise. Separate student into four groups and assign one of the following topics to each group to complete:

What are some eating behaviors linked to obesity?

What activities are linked to obesity?

What kind of internal needs influence obesity and weight gain?

How do genetics affect obesity or weight gain?

Have each group share their answers with the rest of the group.

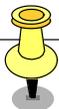
Instruct each participant to take out a blank sheet or paper, or distribute blank paper to those who need it.

Have each participant take 2 minutes to think about and write down:

- ✦ Two things that I can do to reduce my chance of becoming obese are:
- ✦ Two things that I can do to help my family stay healthy and avoid obesity are:

Ask for volunteers to share one thing they wrote down for what they could do to reduce their chance of becoming obese.

Ask for volunteers to share one thing they wrote down for what they could do to help their family stay healthy and avoid obesity.



Learning Objective: To understand how your environment affects healthy eating and physical activity.

Behavioral Objective: To participate in a discussion identifying environmental challenges and changes that can be made to address them.

Asking for Action! Discussion Questions

At the end of the Understanding Overweight and Obesity Health Topic use the following questions to help participants begin to understand the influence of their environment on supporting or creating barriers for making healthy behavior decisions. They can further begin to identify potential areas of change in the school or organizational environment.

In what ways does your school or organization's environment support healthy eating?

How does your school or organizations' environment support unhealthy eating?

What are the main challenges to eating healthy at your school or organization?

More specifically, how does your school or organization's environment help YOU to be successful (or unsuccessful) in meeting your personal goals for healthy eating?

What changes would you like to see made?

What do you think you could do to support these changes?

In what ways does your school or organization's environment support physical activity?

How does your school or organizations' environment NOT support physical activity?

What are the main challenges of being physically active at your school/organization?

More specifically, how does your school or organization's environment help YOU to be successful (or unsuccessful) in meeting your personal goals for physical activity?

What changes would you like to see made?

What do you think you could do to support these changes?

Health Topic 4

Reading Food Labels

- Lesson Plan 4A Reading Food Labels: Introduction
- Lesson Plan 4B Reading Food Labels: Stoplight Method
- Lesson Plan 4C Reading Food Labels: Label Reading Skills
- Lesson Plan 4D Reading Food Labels: Advanced Associations
- Lesson Plan 4E Reading Food Labels: Label Reading Skills in Action
- Lesson Plan 4F Reading Food Labels: Asking for Action Discussion

Lesson Plan 4A Reading Food Labels: Introduction



Learning Objective: To understand how to read a food label and the key components to review.

Behavioral Objective: To locate serving size, calories, and amount of fat on a food label.

Activity: Food Label Components

Materials needed: Sample nutrition label ([Appendix 13](#)), assorted food labels

A week or two before this session devise a plan to collect an assortment of food labels. This can be done by soliciting coworkers and/or participants to start bringing in empty containers – a mix from both healthy and unhealthy foods (put out a box to collect these). If you are unable to collect empty food packages ahead, ask participants to bring in at least one or two empty food packages with labels on the day of this activity.

Draw an example of a food label on the board, setup an enlarged food label, or make copies of one “sample food label” for each student. A sample nutrition label is located in [Appendix 13](#).

Ask participants what a nutrition or food label can tell us? (What’s in our food)

Using the sample food label, briefly review what is included in a food label and the key components listed.

- ◆ Serving size
- ◆ Calories
- ◆ Fat
- ◆ Salt (sodium)
- ◆ Protein

Hand out one food label per student (or group of students) or have them pick their own from the box – healthy and unhealthy items mixed.

Go around the room and have each student locate the serving size. If available have measuring cups/spoons handy so that students can visualize the amount. Ask student if the actual serving

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Lesson Plan 4A Reading Food Labels: Introduction

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size is consistent with how much they eat at one meal.

Emphasize that all of the nutrition information is based on that serving size, not the entire package. For any serving size greater than one, you must multiply the rest of the values such as calories and fat.

Have students locate the calories per serving. Ask a few students to calculate how many calories for the entire package. Would it be healthy to eat the entire package? Why or why not?

Where do calories come from? Tell students there are three main sources of calories and see if they can list them. They are

Fat (1 gram = 9 calories)

Carbohydrate (1 gram = 4 calories)

Protein (1 gram = 4 calories)

Next have students locate how much fat per serving is in their food. The “g” represents grams. Have students list the pros and cons of having fat in your diet. Use the following as a guide:

Pros: source of energy, insulation, cushioning, help store vitamins

Cons: too much can raise risk of disease (ie, heart disease, respiratory), make physical activity difficult

Have a few students read aloud the first few ingredients in the “Ingredients list”. Is the list alphabetical? If not, what kind of order do they think it is in?

Answer: the first ingredient listed is the one that there is the most of

We want to avoid foods that have sugars and syrups listed first.

The fewer the ingredients listed, the better. Long lists usually mean the food is unhealthy.

Ask students who thinks they have the most salt in their food and if this is a good thing?

Let them know that while salt can add flavor, keep body fluids balance, and preserve food, salt can also increase how much water your body holds onto (retention) and can raise blood pressure in some people.

See if students can identify the part of the label that helps with building muscles, skin, and the immune system. (Answer: Protein) Have them locate how much is in their food label and brain-

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Lesson Plan 4A Reading Food Labels: Introduction

(Continued from page 45)

storm with them what are good sources of protein.

Examples: Vegetable sources – beans, nuts, tofu; Animal sources – meats (choose lean for red), fish, poultry, eggs, and milk

Save the food labels for activities later on.

Activity: **Macronutrient Identification**

Materials needed: Assorted food labels

Get into groups of 3 or 4.

Distribute 5-10 food labels to each group and ask them to rank labels from least to most for fat. Have each group identify the healthiest option in regards to fat content out of their collection of labels.

Repeat with carbohydrates and protein.

Lastly, have each group discuss which item they think is the overall healthiest out of their label selection. Compare between groups and discuss who has the healthiest food.

Lesson Plan 4B Reading Food Labels: Stoplight Method



Learning Objective: To understand what makes a food a red, yellow, or green food.

Behavioral Objective: To identify one green food, one yellow food, and one red food.

Activity: Stoplight Method

Materials needed: Stoplight handout ([Appendix 14](#)), Assorted food labels

Car analogy: Think of your body as a car, what does it need to properly run? Fuel/gas. If you use anything else, like water or orange juice, will it work properly? No. In order for our bodies to properly function and to feel our best, we need to put the best, and the right, fuel into it. Food = the body's fuel

We can think of food as falling into 3 possible categories, just like the 3 different lights on a traffic/stoplight. What are they?

Red = Stop! Only eat on special occasions.

Yellow = Slow down. Okay to eat a few times a week.

Green = Go! Eat everyday.

Review examples of what types of food fall into each category:

Red: soda, chips, candy, cookies

Yellow: crackers

Green: fruits, vegetables, water

Also identify the different forms that fruits and vegetables can come in:
fresh, frozen, canned (in water or natural juices), dried (fruit)

So what do you eat to achieve a healthy diet?

Eat meat and vegetables, nuts and seeds, some fruit, little starch, and no added sugar

Lesson Plan 4B Reading Food Labels: Stoplight Method

Group Activity

Number participants off to form groups of 3-4

Have a member from each group come to the front and select 6-7 items food labels from the box

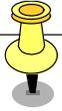
As a group, participants have 5 minutes to decide which color category each food falls into (red, yellow, or green)

Have each group present the foods and the categories they chose

Individual Activity

Allow participants 5 minutes to use the stoplight method to identify and list at least 5 yellow light foods in their current diet and at least 5 healthy green light foods to try to replace them with.

Lesson Plan 4C Reading Food Labels: Label Reading Skills



- Learning Objective:** To understand the relationship between the serving size on a food label and actual consumption.
- Behavioral Objective:** To plan a day of meals from an assigned restaurant, picking the healthiest items from the menu.

Activity: Comparison Activity

Materials needed: Filled cereal box, bowl, measuring cups

Cereal serving size

Ask for a volunteer who eats cereal and have him/her pour the amount of cereal he/she would normally eat into a bowl; have them take the bowl around and show the group.

Have the volunteer look at the serving size on the cereal box and measure out one serving with a measuring cup; show to group and compare. Use measuring cups to scoop cereal out of determine how many servings he/she would normally eat.

Explain how all of the nutrients listed on the label would increase with a larger serving size.

Healthier Pick

This can be done with collected cereal box labels that students have brought in or can be done during the [Grocery Store Tour](#) activity.

Have participants pick two boxes of cereal at random. Then have each student identify the following: serving size, calories per serving, fiber, vitamins/minerals, and protein.

Have each participant decide which cereal is healthier and explain their decision. After each person has had a turn, try to determine the healthiest cereal out of the entire group.

Activity: Fast food drive-through activity

Materials needed: Assorted fast food menus, Ordering Form ([Appendix 15](#)), Optional—Food meal guides ([Appendix 26](#))

Menus from fast food restaurants should be obtained prior to the activity. Menus with nutrition information are typically available online or at the restaurant site.

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Lesson Plan 4C Reading Food Labels: Label Reading Skills

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Sample menus can be found at the following websites:

McDonald's: http://www.mcdonalds.com/usa/eat/mcdonalds_menu.html

Wendy's: <http://www.wendys.com/food/pdf/us/nutrition.pdf>

Taco Bell: <http://www.tacobell.com/nutrition/>

Jack in the Box: <http://www.jackinthebox.com/nutrition/>

Separate into groups of 3-4. Distribute the Ordering Form ([Appendix 19](#)) and a menu from a popular fast food restaurant (i.e., McDonald's, Taco Bell, Burger King, etc.) that includes the nutritional information for each item. Have a different menu for each group.

Explain to students that they will pretend that they will be ordering all of their meals for the day from the menu they were given. Their goal is to order the healthiest breakfast, lunch, and dinner. Allow time for group discussion and move from group to group to provide assistance, if needed.

Once meals are planned, have members from each group present their choices in front of the rest of the group. Have the students write their choices on the board along with the calorie count. After each presentation, ask questions about why and how the choices were made? How much fat is in the meal? How much protein? How much sugar? Etc.

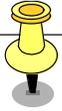
Ask the remaining groups what their thoughts are about the group's choices. Discuss as a group how the choices could be made healthier.

After presentations are finished evaluate meals and decide as a group which restaurant provides the healthiest day of meals.

Remind students that a low calorie meal is not necessarily a nutritious meal. Remind students that everyone has their own level of caloric intake they must meet in order to function. It is excess calories that lead to excess fat. A meal low in calories may be unhealthy if it is too high in salt, sugar, or fat.

If appropriate, hand out the fast food meal guides in [Appendix 17](#) after the drive-through activity.

Lesson Plan 4D Reading Food Labels: Advanced Associations



- Learning Objective: To understand what the Glycemic index refers to, the cutoffs for the scale, and which numbers are considered healthy.
- Behavioral Objective: To identify one “high” GI and one “low” GI food.

Activity: Vitamin and mineral basics

Materials needed: Computer with Internet access, paper, writing instruments, fact sheets from CDC ([link below](#))

Food labels also include vitamin and mineral information. The following is a general overview of vitamins and minerals:

- ✦ Vitamins are organic substances, meaning that they come from plants or animals
- ✦ Minerals are inorganic substances that are found in the earth (soil and water) and absorbed by plants. Humans get minerals by eating plant foods.
- ✦ Vitamins and minerals are essential for growth and development. They also maintain health.
- ✦ Deficiencies mean that you are not getting enough of a particular vitamin or mineral to maintain your health and can cause disease.

The best way to get the recommended amount of vitamins and minerals is to eat a balanced diet with a variety of foods. If you do this, you should be able to get all of your vitamins from your balanced diet.

For fact sheets covering specific vitamins and minerals visit the CDC at <http://www.cdc.gov/nutrition/everyone/basics/vitamins/index.html>

Using the 13 fact sheets from above, separate into groups and have each group outline one of the vitamins or minerals. Have them identify the following:

- ✦ Function
- ✦ Recommended amount
- ✦ Sources (from food)
- ✦ Does a deficiency exist?
- ✦ Associated health problems

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Activity: **Glycemic Index Basics**

Materials needed: None

“Good carb, Bad carb”

Some diet books use "bad" carbs to talk about foods with refined carbohydrates (i.e., meaning they're made from white flour and added sugars).

Examples include white bread, cakes, and cookies.

The term "good" carbs is used to describe foods that have more fiber and complex carbohydrates. Complex carbohydrates are carbohydrates that take longer to break down into glucose. This also helps with digestion.

There are no guidelines for “good” and “bad” carbs specifically, however, it is recommended that you choose fiber-rich carbohydrate choices from the vegetable, fruit, and grain groups and avoid added sugars.

It is also recommended that at least half of your daily grain choices are whole grains.

What is the glycemic index (GI)?

- ✦ It is a way to rank foods (carbs) according to how quickly they raise your blood sugar
- ✦ Based on a scale of 0-100 (Pure sugar also known as glucose is 100)
- ✦ Determines the “fullness” or how long you feel full after eating a meal

The values for each food were figured out by giving people a fixed amount of food after fasting (not eating food for about 12 hours) and measuring the sugar level in the blood.

Why is the GI important?

Body functions best with a constant sugar level in the blood

Want to avoid “shocking” the system with sugar, or eating foods that quickly raise sugar levels

Ex, eating candy can give you “quick energy”, however this energy is short-lived and the sugar then gets stored as fat

Once storage begins you lose energy and become more hungry

When should high-GI foods be eaten?

In general, it is best to eat low-GI foods. However, after strenuous exercise high-GI foods may be able to help with muscle repair.

Glycemic Load

Eating one piece of candy will have a small effect on your body’s blood sugar.

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Lesson Plan 4D Reading Food Labels: Advanced Associations

(Continued from page 52)

The effect is determined by the type of food AND the amount of the carbohydrate consumed.

Scale of GI

55 and below = low

70 and above = high

Want to consume foods with a low GI and limit foods that have a high GI.

GIs of Common Foods

Peanuts	14	4 oz (113g)
Bean sprouts	25	1 cup (104g)
Grapefruit	25	1/2 large (166g)
Pizza	30	2 slices (260g)
Low fat yogurt	33	1 cup (245g)
Apples	38	1 medium (138g)
Spaghetti	42	1 cup (140g)
Carrots	47	1 large (72g)
Oranges	48	1 medium (131g)
Bananas	52	1 large (136g)
Potato chips	54	4 oz (114g)
Snickers Bar	55	1 bar (113g)
Brown rice	55	1 cup (195g)
Honey	55	1 tbsp (21g)
Oatmeal	58	1 cup (234g)
Ice cream	61	1 cup (72g)
Macaroni and cheese	64	1 serving (166g)
Raisins	64	1 small box (43g)
White rice	64	1 cup (186g)
Sugar (sucrose)	68	1 tbsp (12g)
White bread	70	1 slice (30g)
Watermelon	72	1 cup (154g)
Popcorn	72	2 cups (16g)
Baked potato	85	1 medium (173g)
Glucose (pure sugar)	100	(50g)

For more information visit the following:

http://www.joslin.org/info/the_glycemic_index_and_diabetes.html

<http://www.glycemicindex.com/>

<http://www.nutritiondata.com/topics/glycemic-index>

http://www.wellsource.org/mhc_home/hcnutr/glycemic-index_chd.htm

Lesson Plan 4E Reading Food Labels: Label Reading Skills in Action



- Learning Objective: To understand and compare the amount of sugar in selected foods.
- Behavioral Objective: To correctly identify food label values when prompted.

Activity: Food Label Trivia Game

Materials needed: Assorted food labels

Divide participants into 2 teams.

One at a time, participants will select a food label from the box. Randomly select a question below and ask each participant to answer the question based on the food label he/she has selected. For every correct response, the team receives one point. The first team to answer a predetermined number or questions correctly wins.

For the first round, ask how much is in ONE serving, then start asking how many in 2, 3, or more servings.

- What is the serving size?
- How many calories are in one serving?
- What is the Percent Daily Value of ___?
- Total fat?
- Cholesterol?
- Sodium?
- Total Carbohydrate?

Assuming that you were an “average” person on a 2,000 calorie diet and you ate one serving of this, what percentage of (total fat, carbohydrate, sodium, cholesterol, etc.) would you have left to eat for the day?
What ingredient is there the most of in this food?

Activity: Sugar Content Demonstration

Materials: Assorted food labels, sugar, measuring spoons and cups, bowl or baggies

Select a volunteer to come up with their food label (select a participant with a food that contains a surprisingly high amount of sugar).

Have the volunteer identify how much sugar is in one serving of the food and measure that amount of sugar into a bowl or baggie; show the group.

Explain how all of the nutrients listed on the label would increase with a larger serving size
Then have the volunteer measure out the amount of sugar in the entire package (if you ate the entire thing).

Lesson Plan 4F Reading Food Labels: Asking for Action Discussion



- Learning Objective: To understand how the school or youth organization affects healthy eating and nutrition.
- Behavioral Objective: To participate in a discussion identifying changes that can be made to address availability of healthy food in the school or youth organization.

Asking for Action! Discussion Questions

At the end of the Reading Food Labels Health Topic use the following questions to help participants begin to understand the influence of their environment on supporting or creating barriers for making healthy behavior decisions. They can further begin to identify potential areas of change in the school or organizational environment.

Can you access the nutritional information of the food being served at your school or organization? How?

What do you think are the healthiest and least healthy foods available at your school or organization?

Are the healthy foods more or less expensive compared to the less healthy choices?

What type of healthy foods would you like to see at your school or organization?

How does your school or organization's environment help YOU to be successful (or unsuccessful) in meeting your personal goals for healthy eating?

Do you think there is anything you can do to change the foods offered at your school or youth organization?

Health Topic 5

Asking for Action I

Lesson Plan 5A Asking for Action I: What is Advocacy?

Lesson Plan 5B Asking for Action I: Pick a Problem

Lesson Plan 5C Asking for Action I: Identify a Solution

Lesson Plan 5A Asking for Action I: What is Advocacy?



Learning Objective: To understand the definition of “advocacy”.

Behavioral Objective: To brainstorm and discuss examples of advocacy and policy.

Activity: What is Advocacy?

Materials: Blackboard/whiteboard or poster paper, writing instrument, post-its, dictionary

This lesson has been adapted from “Playing the Policy Game”, a project of California Project LEAN.

Each participant will have an opportunity to explore what the word “advocacy” means to him or her. On chart paper or the blackboard write “ADVOCACY” in the middle. Ask the students what words or pictures they think of when they hear the word “Advocacy”.

Over the next couple of minutes have each student select their top three words or pictures that come to mind and write them on separate post-it notes. After a couple of minutes each student adds their post-its to the chart paper/blackboard. Using a dictionary, read aloud the definition of advocacy. Ask the students to rephrase it in their own words, as if explaining it to a little brother or sister.

Explain that **advocacy is the process of asking for something and making it happen through action and efforts**. A person that asks for change is an advocate and can speak on behalf of themselves or on behalf of a larger group of people. A successful result from advocacy is a change in practice or policy. Policy is a rule or set of rules that must be followed. Policy has the ability to improve the environment and influence how people act.

Discuss the post-its on the boards. Talk about the fact that advocacy can occur at many levels including the home, the school, the community, and larger environment. List some examples of advocacy or policy. For example, a school wellness policy sets nutrition and physical activity goals that will promote health in its students or students can advocate for the building of a garden on the school campus.

It is important to understand that environment can greatly affect health, both positively and negatively. If the environment contains many barriers to performing healthy behaviors, it is more likely that the individuals in that environment will lead unhealthy lifestyles. Alternatively, an environment that promotes health and provide opportunities to practice healthy behaviors will increase the ability of the individual to lead a healthy lifestyle.

Lesson Plan 5B Asking for Action I: Pick a Problem



Learning Objective: To examine ways in which the immediate environment promotes or challenges a healthy lifestyle.

Behavioral Objective: To complete the Campus Survey Worksheet ([Appendix 33](#))

Activity: Picking a problem

Materials: [Appendix 33](#), [Appendix 45\(Glossary\)](#)

This lesson has been adapted from "Playing the Policy Game", a project of California Project LEAN.

Finding a problem to address is best guided by gathering information first and looking around your environment to identify what is in need of change or improvement.

The Campus Survey Worksheet ([Appendix 33](#)) allows participants to quickly assess whether and in what areas their school or organization environment could benefit from change or improvement. Handout the Worksheet to participants and allow them to read through the questions without answering. Follow this with a walk around your campus or organization, keeping the questions in mind. Complete the Worksheet during the walk or immediately after.

Discuss if the participants found anything that surprised them. Were they expecting this outcome? Why or why not?

Lesson Plan 5C Asking for Action I: Identify a Solution



Learning Objective: To understand how to identify solutions to the problem picked in Lesson 5B.

Behavioral Objective: To complete the Guidelines for Picking a Final Problem and Solution ([Appendix 35](#)).

Activity: Identifying a Solution

Materials: [Appendix 34](#), [Appendix 35](#), [Appendix 45 \(Glossary\)](#)

This lesson has been adapted from "Playing the Policy Game", a project of California Project LEAN.

Using the Brainstorming Worksheet ([Appendix 34](#)), have participants pick two or three of the problems from Lesson 5B and brainstorm potential solutions.

Policy Solutions to Potential Problems

- ◆ healthy snacks in the vending machines and snack bar
- ◆ school and community spaces for physical activity
- ◆ promote healthy foods

Use the Guidelines for Picking a Final Problem and Solution ([Appendix 35](#)) to help participants narrow down to one problem that they would like to address.

Health Topic 6

Sugar & Beverages

Lesson Plan 6A Sugar & Beverages: Introduction

Lesson Plan 6B Sugar & Beverages: Identifying Sugar and Beverage Alternatives

Lesson Plan 6C Sugar & Beverages: Asking for Action Discussion

Lesson Plan 6A Sugar & Beverages: Introduction



- Learning Objective: To compare the health information of water, soda, and sports drinks.
- Behavioral Objective: To identify and implement one method for increasing water consumption.

Activity: Overview of water vs. sugary drinks

Materials needed: None

Water...

- ...is the best source of fluids for moderate exercising lasting less than an hour.
- ...is absorbed fastest out of all liquids.
- ...makes up 60% of your body.
- ...flushes toxins and waste from the body.
- ...carries nutrients to your cells.
- ...dehydration (not getting enough water) can make you tired and lose energy.
- ...intake usually comes about 20% from food eaten and about 80% comes from beverages.
- ...from the tap has fluoride added which is a chemical that protects your teeth.

Soda...

- ...accounts for ¼ of all drinks consumed in the US.
- ...15 billion gallons were sold in 2000 (at least one can per day for every man, woman, and child)
- ...provides more added sugar in a typical 2 yr old's diet than cookies, candy, and ice cream combined.
- ...1/3 of teenage boys drink at least three cans a day
- ...has been linked to childhood obesity
- ...can contribute to significant tooth decay due to its sugar and acids
- ...makes up 10% of an average teenager's calorie intake
- ...negatively effects calcium levels in the body

Sports drinks...

- ...are really only needed to replace electrolytes after experiencing extreme heat or physical activity exceeding 60-90 minutes.
- ...one 32 ounce (small bottle) is all that is needed after 1 hr of strenuous exercise.

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Lesson Plan 6A Sugar & Beverages: Introduction

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...can be loaded with extra sugar. Look out for added sugars and sweeteners and opt for a low-calorie version.

More on water from www.cdc.gov:

What does water do in my body?

Water helps your body with the following:

- Keeps its temperature normal.
- Lubricates and cushions your joints.
- Protects your spinal cord and other sensitive tissues.
- Gets rid of wastes through urination, perspiration, and bowel movements.

Why do I need to drink enough water each day?

You need water to replace what your body loses through normal everyday functions. Of course, you lose water when you go to the bathroom or sweat, but you even lose small amounts of water when you exhale. You need to replace this lost water to prevent dehydration.

Your body also needs more water when you are—

- In hot climates.
- More physically active.
- Running a fever.
- Having diarrhea or vomiting.

Tips for Increasing Your Fluid Intake by Drinking More Water

Under normal conditions, most people can drink enough fluids to meet their water needs. If you are outside in hot weather for most of the day or doing vigorous activity, you may need to increase your fluid intake.

If you think you're not getting enough water each day, the following tips may help:

- Carry a water bottle for easy access when you are away from home.
- Freeze some freezer-safe water bottles. Take one with you for ice-cold water all day long.
- Choose water instead of sugar-sweetened beverages. This tip can also help with weight management. Substituting water for one 20-ounce sugar-sweetened soda will save you about 240 calories.
- Choose water instead of other beverages when eating out. Generally, you will save money and reduce calories.
- Give your water a little pizzazz by adding a wedge of lime or lemon. This may improve the taste, and you just might drink more water than you usually do.

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Lesson Plan 6A Sugar & Beverages: Introduction

(Continued from page 62)

More detailed water facts can be found at:

http://fnic.nal.usda.gov/nal_display/index.php?

[in-](#)

[fo_center=4&tax_level=3&tax_subject=358&topic_id=1611&level3_id=5982&level4_id=0&level5_id=0&placement_default=0](#)

Have each student pick a tip and create a SMART goal involving the implementation of that tip over the next week.

Activity: Finding your sugar match

Materials needed: 3x5 cards (one per student), pictures of common drinks, sugar, measuring spoons, plastic baggies, Appendix 17

Prepare enough 3X5 cards according to the following instructions. There should be at least one card for each participant. On half of the cards put pictures of common drinks (water, cola, Gatorade, mocha, energy drink, milk, etc.) and on the other half of the cards write down the number of grams of sugar corresponding to each of the pictures.

Begin by handing out the numbered cards to half the group. Ask them to measure the number of teaspoons of sugar listed on the cards and put that amount into a plastic baggie (Note: explain that 4 grams of sugar equals one teaspoon, however, for illustration purposes the ratio used will be 1:1).

When baggies are filled, distribute the picture cards to the remaining half face down. Instruct them not to look at the card until told so.

Explain to the group that each person with a number and bag of sugar has a “sugar match” to one of the cards that are face down. It will be their task to match the bag of sugar to the correct beverage pictured on the card.

Instruct students to look at their picture cards and roam around the room to find their “sugar match”.

Once students think they have made the right choice, check their answers. If not all matches are correct, instruct students to try and fix the incorrect matches.

Refer to [Appendix 17](#) for nutritional information for common drinks.

Lesson Plan 6B Sugar & Beverages: Identifying Sugar and Beverage Alternatives



Learning Objective: To understand that sugar is often listed on the label in forms other than table sugar.

Behavioral Objective: To identify one sugar alternative listed on a food label.

Activity: **Word search**

Materials needed: [Appendix 18](#)

This can be done individually or in pairs. To make it fun, you can have the pairs to complete against each other to see who can find all the terms correctly first. The “Sweet Stuff” word search can be found in [Appendix 18](#).

To “win” students must correctly identify one sugar alternative on a label picked out by the Facilitator.

Activity: **Beverage sampling**

Materials needed: *Mineral or seltzer water, 100% fruit juice, small cups (such as plastic tumblers or Dixie cups), water, herbs, fruit, vegetables*

Have students prepare different beverages to sample. For example, try mixing mineral or seltzer water with 100% fruit juice to make a spritzer. Juices can also be mixed.

Also, try cutting up fresh fruit and put it in still or sparkling water. Be creative and add herbs (eg, white sage), flowers (edible type), or vegetables (e.g., cucumber).

Lesson Plan 6C Sugar & Beverages: Asking for Action Discussion



- Learning Objective: To understand how the school or youth organization affects beverage and sugar intake.
- Behavioral Objective: To participate in a discussion identifying changes that can be made to address availability of healthy beverages in the school or youth organization.

Asking for Action! Discussion Questions

At the end of the Sugar and Beverages Health Topic use the following questions to have participants begin to identify potential areas of change in the school or organizational environment.

Do you have access to soda on your campus? Is this healthy?

What other drinks do you have on your campus?

Is there access to free water on campus?

Are there health or unhealthy snacks in your campus vending machine? Would you like to see different options? What would be some healthy options if there are none available?

Health Topic 7

Nutrition & Healthy Food Choices

- Lesson Plan 7A Nutrition & Healthy Food Choices: Introduction
- Lesson Plan 7B Nutrition & Healthy Food Choices: Meal Choices
- Lesson Plan 7C Nutrition & Healthy Food Choices: Balancing Meals
- Lesson Plan 7D Nutrition & Healthy Food Choices: Choices in Action
- Lesson Plan 7E Nutrition & Healthy Food Choices: Food Handling and Safety
- Lesson Plan 7F Nutrition & Healthy Food Choices: Cooking Activities
- Lesson Plan 7G Nutrition & Healthy Food Choices: Daily Nutrition
- Lesson Plan 7H Nutrition & Healthy Food Choices: Asking for Actions Discussion

Lesson Plan 7A Nutrition & Healthy Food Choices: Introduction



Learning Objective: To understand MyPlate and nutrition basics.
 Behavioral Objective: To incorporate the dietary guidelines of MyPlate into daily food intake

Activity: Food Groups

Materials needed: none

Adapted from the United States Department of Agriculture's ChooseMyPlate.gov materials.

MyPlate is the current nutrition guide from the United States Department of Agriculture that replaces the USDA's MyPyramid. MyPlate depicts a plate and glass divided into five food group sections of approximately 30 percent grains, 30 percent vegetables, 20 percent fruits and 20 percent proteins, accompanied by a smaller circle representing dairy. MyPlate is supplemented with additional recommendations on ChooseMyPlate.gov featuring practical information and tips to help Americans build healthier diets.

(Another great article from WSJ BLOGS; From Harvard, a Different Take on a Healthy Plate can be found at: <http://blogs.wsj.com/health/2011/09/14/from-harvard-a-different-take-on-a-healthy-plate/>)

Food Groups	Examples	
Grains	Whole wheat bread and rolls, whole wheat pasta, English muffin, pita bread, bagel, cereals, grits, oatmeal, brown rice, unsalted pretzels and popcorn	
Fruits	Apples, apricots, bananas, dates, grapes, oranges, grapefruit, grapefruit juice, mangoes, melons, peaches, pineapples, raisins, strawberries, tangerines, and 100% fruit juice	
Vegetables	Broccoli, carrots, collards, green beans, green peas, kale, lima beans, potatoes, spinach, squash, sweet potatoes, tomatoes	
Dairy	Fat-free (skim) or low-fat (1%) milk or buttermilk, fat-free, low-fat, or reduced-fat cheese, fat-free or low-fat regular or frozen yogurt	
Protein	Meats and poultry (choose lean or low-fat meat and poultry), eggs, beans and peas, nuts and seeds (choose unsalted to keep sodium low), seafood (choose seafood rich in omega-3 fatty acids)	

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Activity: MyPlate Comparison

Materials needed: Appendix 47, Appendix 48, crayons/colored pencils/markers

Hand out a MyPlate Comparison Sheet from Appendix 47 to each participant. Tell students that the circle represents their daily food consumption. Without showing participants the MyPlate diagram, have students divide the plate into four quadrants, one for each food group. Tell participants that the size of the quadrants are dependent on how much of each food group they consume. Instruct participants to draw an additional circle in the upper right hand corner of the sheet representing their dairy consumption. Color the sections according to the following key:

Fruits = red

Vegetables = green

Grains = orange

Protein = purple

Dairy = blue

After students have had a chance to create their plate, have participants compare their plate to the MyPlate diagram from Appendix 48. Ask participants how their plate compares to the recommended MyPlate and how they can make healthier food choices. Visit <http://www.choosemyplate.gov/tipsresources/index.html> for tips and resources on how to work towards a healthy diet.

Activity: MyPlate collage

Materials needed: food/cooking-related magazines (enough for each of five groups to have one or two magazines), scissors, enlarged MyPlate diagram from Appendix 48, glue or tape

Note to Facilitator: This activity is intended to serve as a lead-in to the nutrition information listed on the next page.

Ask participants to break into five groups. Assign each group to a specific food group. Give each group one or two magazines and a pair of scissors. Ask each group to flip through their magazines to find as many examples of their respective food group as they can. Encourage groups to find creative food options. Instruct participants to cut their findings out of the magazine.

After groups have finished going through the magazines, the facilitator puts up (or draws on the board) an enlarged MyPlate diagram at the front of the room. Have participants glue or tape their findings to the correct MyPlate section. Point out to participants that there is a variety of options for getting the daily recommended amounts of each food group. Visit <http://www.choosemyplate.gov/foodgroups/index.html> for more food options and information about each of the different food groups.

Use the MyPlate collage to facilitate discussion about nutrition and healthy food choices:

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Lesson Plan 7A MyPlate and Nutrition: Introduction

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Adapted from: <http://www.nlm.nih.gov/medlineplus/healthtopics.html> and <http://www.cdc.gov/nutrition/everyone/basics/>. The information provided in this section is an overview of nutrition basics. It is suggested that the Facilitator reads this information prior to the lesson. Give students a brief overview while using the MyPlate collage to facilitate discussion.

Carbohydrates

Carbohydrates are the most important source of energy for the body. Your digestive system changes carbohydrates into glucose (blood sugar) and uses this sugar for energy for your cells, tissues and organs. Carbohydrates are called simple or complex, depending on their chemical structure. Simple carbohydrates include sugars found naturally in foods such as fruits, vegetables, milk, and milk products. They also include sugars added during food processing and refining. Complex carbohydrates include whole grain breads and cereals, starchy vegetables and legumes. Many of the complex carbohydrates are good sources of fiber. For a healthy diet, limit the amount of added sugar that you eat and choose whole grains over refined grains.

Fiber

Fiber is a substance in plants. Dietary fiber is the kind you eat. It is in fruits, vegetables and grains. It is the part of the plant that your body can't digest. Yet it is an important part of a healthy diet. It adds bulk to your diet and makes you feel full faster, helping you control your weight. Fiber helps digestion and helps prevent constipation. You can get fiber from whole grains, beans, nuts, fruits and vegetables.

Whole Grains

Whole grains are a good source of fiber and nutrients. Whole grains refer to grains that have all of the parts of the grain seed (sometimes called the kernel). These parts of the kernel are called the bran, the germ, and the endosperm. When whole grains are processed, some of the dietary fiber and other important nutrients are removed. A processed grain is called a "refined" grain. Some refined grain products have key nutrients, such as folic acid and iron, which were removed during the initial processing and added back. These are called enriched grains. White rice and white bread are enriched grain products. Some enriched grain foods have extra nutrients added. These are called fortified grains.

Protein

Protein is in every living cell in the body. Our bodies need protein from the foods we eat to build and maintain bones, muscles and skin. We get proteins in our diet from meat, dairy products, nuts and certain grains and beans. Proteins from meat and other animal products are complete proteins. This means they supply all of the amino acids the body can't make on its own. Plant proteins are incomplete. You must combine them to get all of the amino acids your body needs.

It is important to get enough dietary protein. You need to eat protein every day, because your body doesn't store it the way it stores fats or carbohydrates. The average person needs 50 to 65 grams of protein each day. This is the amount in four ounces of meat plus a cup of cottage cheese.

Most adults in the United States get more than enough protein to meet their needs. It's rare for someone who is healthy and eating a varied diet to not get enough protein. Rather than just focusing on your protein needs, choose an overall healthy eating plan that provides the protein you need as well as other nutrients.

Lesson Plan 7B Nutrition & Healthy Food Choices: Meal Choices



- Learning Objective: To understand how to order a healthy meal at a restaurant or make substitutions to make it more healthy.
- Behavioral Objective: To try at least one dried or fresh fruit that the student has never tasted.

Activity: Healthy Eating Worksheet

Materials needed: *Healthy Eating worksheet (Appendix 19)*

Use the handout in [Appendix 19](#) to practice applying nutrition knowledge to healthy eating.

Activity: Fast Food and Restaurants

Materials needed: *Appendix 20*

Use [Appendix 20](#) from the book “Eat this, not that!” by David Zinczenko and the article found at <http://getfitboomer.com/downloads/20worstfoods.pdf> to lead a discussion on the 20 worst fast food and restaurant items in the US. For information on top food swaps at popular chain restaurants, visit http://eatthis.menshealth.com/top_swaps/restaurants.

Activity: Dried and Fresh Fruit Taste Test

Materials: *Assorted fresh and dried fruit, napkins, plates, cutting utensils*

Adapted from Network for a Healthy California’s Harvest of the Month materials

By offering activities that allow students to experience dried fruits using their senses, it engages them in the learning process and creates increased interest, awareness and support for eating more fruits and vegetables.

3-5 different dried fruit varieties (e.g., raisins, figs, dates, plums, apricots, apples, currants)

One cup of each dried fruit variety per student group.

Taste test activity:

Divide class into groups of four to six

Observe, feel, smell and taste each dried fruit

Note observations of different colors, textures, shapes, smells and tastes

Discuss similarities and differences among the varieties

Discuss seasonal availability of fresh versus dried; identify advantages of dried fruits

Poll students to determine preference for fresh or dried variety of each fruit

If fresh options of the dried fruit are available (ex: grapes and raisins), allow students to taste both and discuss similarities and differences between the fresh and dried versions. Discuss preferences.

Lesson Plan 7C Nutrition & Healthy Food Choices: Balancing Meals



Learning Objective: To identify what foods and how much of each to include in a healthy lunch.

Behavioral Objective: To pack a healthy lunch for at least one week.

Activity: Packing a Healthy Lunch

Materials needed: [Appendix 21](#), [Appendix 22](#)

Distribute and instruct participants to read “5 Reasons to Pack your Lunch” article ([Appendix 21](#)).

In small groups, have participants spend 5 minutes developing at least 3 healthy packed lunches and write on handout ([Appendix 22](#)).

Have each group share their favorite healthy packed lunch and then have each individual develop a SMART goal to pack a healthy lunch from the ideas shared each day over the next week.

Activity: Meal Collage

Materials needed: *Old cooking and food magazines, scissors, glue sticks, paper, Optional—* [Template \(Appendix 23\)](#)

Gather old cooking and food magazines so that there is at least one to two per student.

Have students choose a meal (breakfast, lunch, or dinner) and then have them create a collage of a balanced and healthy meal using the template in [Appendix 23](#) or on a blank page.

Make sure students focus on including a lot of fruits and vegetables. Also check to see if they have any fiber or protein in their meal. Students should also limit the amount of fat, sugar, and salt.

Lesson Plan 7D Nutrition & Healthy Food Choices: Choices in Action



- Learning Objective:** To understand the general layout of a grocery store and where the fruits and vegetables are located. Also, to understand the difference between green, yellow, and red light foods.
- Behavioral Objective:** To navigate through a typical grocery store and correctly identify a fruit, root, flower, and stalk food.

Activity: Grocery store tour

Materials needed: [Appendix 24](#), *Optional—pedometer*

The grocery store tour is a great way for students to get familiar with the layout of the grocery store. Time should also be taken to look at the different types of fruits and vegetables available. Nutrition information is highlighted throughout the tour.

The tour can be conducted by a guest speaker familiar with nutrition or the grocery store tour (see [Additional Resources](#), Larissa Johnson at Network for a Healthy California) or the Facilitator using the guide located in [Appendix 24](#).

Areas of store and topics covered in the guide mentioned above:

Stoplight foods

Red: stop, only eat on special occasions

Yellow: slow down, only eat occasionally

Green: go! Eat these everyday

Cereal aisle

End caps (of aisles)

Bakery

Juices (fresh, refrigerated vs. non-refrigerated)

Produce section

Steps taken during store visit (counted or with pedometer)

Lesson Plan 7E Nutrition & Healthy Food Choices: Food Handling and Safety



Learning Objective: To understand the risks of food preparation and the methods to avoid such risks.

Behavioral Objective: To practice proper food handling and safety skills.

Activity: Food Handling and Safety

There are many ways in which to present the basics of food handling and safety. The most engaging option may be to invite a food service professional or public health professional to instruct/demonstrate some of the basics. Another option would be to ask local restaurants or food preparation centers (e.g., Souplantation) to allow for a small field trip to their facilities to show the food handling skills in practice. A third option is to present the information using a prepared presentation, such as those found at the following websites:

Food Safety Lesson Plans:

<http://www.extension.iastate.edu/foodsafety/Lesson/homepage.html>

<http://foodsafety.psu.edu/nie/nie.html>

http://www.lessoncorner.com/Health/Disease_Prevention/Food_Safety

After the presentation, it may be helpful to give a quiz on the food safety basics. This could be done individually my participants, or as a group.

Food Safety Quizzes:

<http://www.agr.state.nc.us/cyber/kidswrld/foodsafe/FoodQuiz.html>

<http://culinaryarts.about.com/library/quizzes/foodsafety/blquiz.htm>

http://www.sonoma-county.org/health/eh/pdf/Food_Safety_Knowledge_Test.pdf

There are many relevant food safety handouts available. A great resource for a variety of these handouts can be found at the following: <http://nfsmi-web01.nfsmi.olemiss.edu/>

Hand washing: <http://nfsmi-web01.nfsmi.olemiss.edu/documentlibraryfiles/PDF/20090319100814.pdf>

Biological Hazards: <http://nfsmi-web01.nfsmi.olemiss.edu/documentlibraryfiles/PDF/20090319092505.pdf>

Cleaning and Sanitizing: <http://nfsmi-web01.nfsmi.olemiss.edu/documentlibraryfiles/PDF/20090319093751.pdf>

Personal Hygiene: <http://nfsmi-web01.nfsmi.olemiss.edu/documentlibraryfiles/PDF/20091123115356.pdf>

Lesson Plan 7F Nutrition & Healthy Food Choices: Cooking Activities



Learning Objective: To understand common methods of food preparation and how to prepare healthy meals.

Behavioral Objective: To be creative while cooking a healthy meal.

Activity: **Cooking Contest**

Materials needed: Healthy recipes plus ingredients

Select a common meal or recipe that requires assembly/cooking (e.g., salad, pizza, focaccia, sandwich, etc) and have students prepare the healthiest version they can. Provide an assortment of ingredients so that students can make a personal and unique meal.

Make enough for the entire group and have each person taste test and vote which item they think is the most healthy and tasty.

Activity: **Recipe Makeover**

Materials needed: Assortment of not so healthy recipes, writing utensils

Provide participants with a not so healthy recipe and have students rewrite the recipe to make it healthier. Discuss with the participants the different substitutions and additions that can be made and share the rewrites. Have participants vote on one version of the recipe to make during a later session. See [Appendix 30](#) for examples.

Visit the following site to see healthy substitution options recommended by Mayo Clinic:

<http://www.mayoclinic.com/health/healthy-recipes/NU00585>

<http://www.mayoclinic.com/health/healthy-recipes/NU00584>

Activity: **Cooking Demos**

Materials needed: Dependent on recipe selected

Throughout the program offer sessions demonstrating simple ways of cooking and assembling healthy meals. Many healthy recipes can be found online and in cookbooks such as Champions for Change, a cookbook compiled by Network for a Healthy California ([Additional Resources](#)). Recipes are also available in the [Recipes](#) section of the guide.

Try to keep recipes simple, fun, and new to the students.

Lesson Plan 7G Nutrition & Healthy Food Choices: Daily Nutrition



Learning Objective: To learn about the specific nutrition in the daily snack.

Behavioral Objective: NONE

Activity: Discussion of what kind of nutrition is in their snack (daily)

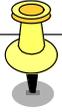
Materials needed: Healthy snack

This can be done at each session. It is important to vary snacks so that a certain aspect of nutrition is highlighted with each one. Note the benefits of the snack (e.g., high in protein or fiber, good substitute for a sugary snack, etc.).

Once students understand the basics of nutrition have them suggest new healthy snacks to try or their favorite healthy snack they enjoy at home.

List the different snacks that participants come up with and write them down below. Have participants identify what is health about each and rank which ones they would like to try.

Snack suggestion	Why is it healthy?	Rank



- Learning Objective: To understand how the school or youth organization affects healthy food choices.
- Behavioral Objective: To participate in a discussion identifying changes that can be made to address availability of healthy food in the school or youth organization.

Asking for Action! Discussion Questions

At the end of the Nutrition & Healthy Food Choices Health Topic use the following questions to have participants begin to identify potential areas of change in the school or organizational environment.

- Do you have access to a place to wash your hands or prepare meals at school?
- Is food used as a reward or incentive at your school or organization?
- How easy it is to buy healthy food on campus? Can you buy fruits and vegetables?
- How do you think school or organization lunches could be made healthier and still taste good?

Health Topic 8

Understanding Physical Fitness

- Lesson Plan 8A Understanding Physical Fitness: Introduction
- Lesson Plan 8B Understanding Physical Fitness: Energy Equation
- Lesson Plan 8C Understanding Physical Fitness: Personal Fitness
- Lesson Plan 8D Understanding Physical Fitness: Nutrition Expert
- Lesson Plan 8E Understanding Physical Fitness: Asking for Action Discussion

Lesson Plan 8A Understanding Physical Fitness: Introduction



Learning Objective: To understand the benefits of physical activity.
Behavioral Objective: To develop one SMART goal involving the removal of a personal barrier to physical activity.

Activity: Physiology and fitness basics (with trainer or expert)

Materials needed: Blackboard or whiteboard, writing instruments

Two to four weeks before this lesson, contact local gyms, personal trainers, and nutritionists to schedule a guest speaker to deliver this information. A coach from one of the sports teams or the school athletic trainer may also be appropriate. Inviting a speaker that is knowledgeable about exercise safety and exercise psychology are important. This will ensure that participants are taught exercises appropriately, and given advice that addresses exercise specific psychological barriers.

What is Fitness?

Write the word “fitness” in the middle of the board

Ask participants to describe what they believe it means “to be fit”. Words will typically relate to physical activity, health, and nutrition.

Write words on board. There are no incorrect answers.

Discuss words participants provided and explain that there is no single definition that accurately describes fitness, but that all of the things they mentioned are a part of being fit.

Benefits of Physical Activity

Ask participants to share the benefits of physical activity. Answers may include, but are not limited to:

- Control weight
- Reduce risk of heart disease
- Reduce risk for (type 2) diabetes & metabolic syndrome
- Reduce risk of some cancers
- Strengthen bones and muscles
- Improve mental health and mood
- Improve ability to do daily activities
- Increase chances of living longer

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Lesson Plan 8A Understanding Physical Fitness: Introduction

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Types of Physical Activity

Ask students to share some of their favorite physical activities and put into categories on the board such as Light, Moderate, and Strenuous exercise. Answers may include, but are not limited to the following:

- Walking (light)
- Running (moderate to strenuous)
- Riding a bike (moderate to strenuous)
- Gardening (light to moderate)
- Dancing (moderate to strenuous)
- Housecleaning (light)
- Swimming (strenuous)
- Athletics (soccer, football, volleyball, etc) (light to strenuous)
- Yoga (light)
- Hiking (light to strenuous)
- Skateboarding (moderate to strenuous)
- Weight lifting (light to moderate)

Current Recommendation for Physical Activity

The following physical activity guideline for children and adolescence is from the US Department of Health and Human Services 2008 Physical Activity Guidelines for Americans:

Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily.

Aerobic: Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity, and should include vigorous-intensity physical activity at least 3 days a week.

Muscle-strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.

Bone-strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.

It is important to encourage young people to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.

Current Activity Level

Instruct participants to write down a short summary of their current level of physical activity and share with a partner.

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Lesson Plan 8A Understanding Physical Fitness: Introduction

After they share with a partner, as a group, compile a list of what they are currently doing.

Having participants work with partners provides the students the opportunity to speak and listen to one another while the facilitator monitors the conversations to make sure they are on task.

Ways to Increase Physical Activity

Write “ways to increase physical activity” on the board

Instruct students to post their ideas, as pictures or words

Discuss responses

Barriers to Physical Activity

Ask participants to share some barriers they have encountered or may encounter when trying to be physically active.

Have participants help each other come up with creative solutions to challenges.

Develop one SMART goal involving the removal of a personal barrier to physical activity. Use the Physical Activity Tracking Form in [Appendix 8](#) to write down and track the goal.

End the activity by having the fitness trainer or nutrition expert demonstrate some simple exercises and stretches. Follow by having participants perform the exercises as a group. Try mixing up the exercises and have students make modifications to make them more fun. Be sure that the modifications are safe according to the trainer/expert.

Lesson Plan 8B Understanding Physical Fitness: Energy Equation



Learning Objective: To understand the Energy Equation principle.
Behavioral Objective: To prepare a skit promoting one of the Energy Equation components.

Activity: How food and fitness interact for good health

Materials needed: Scratch paper, writing instruments, blackboard or whiteboard, *Optional—paper and markers for health messages component*

Adapted from “The Energy Equation” activity developed by the CDC (bam.gov). Refer to http://www.bam.gov/teachers/activities/energy_equation.pdf for more information and background.

In this activity, students review the components of the Energy Equation. They think about the barriers to and benefits of acting on each component of the equation. Finally, students develop a plan for putting their health knowledge into practice.

Procedure

1. Ask students to tell you some math or science formulas they remember. They may include Density = Mass/Volume, or the formula to find the area of a rectangle: $A = L \times W$.
2. Ask students to tell you what a formula does. (It’s a rule that defines how things are to be done—a standard process. Another definition of a formula is “a recipe.”)
3. Have students keep those definitions in mind as you write the following formula on the board: **Food + Sleep + Physical activity = Energy**
4. Ask your students what they think this formula means. As students “solve” the equation, make these points:

Food and water, sleep, and physical activity are all ingredients in a high performance equation. **Each part is critical to the success of the overall equation.**

The foods students eat can affect their mood, their ability to handle stress, and their academic and physical performance each day. Empty calories provide less value to the body. Eating right and drinking enough water provide energy and good health.

Sleep plays an important role in renewing the body’s energy levels. It also plays a role in growth and development. Sleep affects the mind as well, including how kids feel, think, and learn. Preteen and teenagers’ bodies and minds are growing,

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Lesson Plan 8B Understanding Physical Fitness: Energy Equation

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which is why they need more sleep than adults.

Physical activity is a key component of maintaining energy. In fact, fitness is as important as food. It reduces feelings of depression and stress and promotes confidence. It also aids academic achievement. The goal is a healthy body that is fine tuned to perform at its peak. Each person's best is different from everyone else's.

5. Ask which part of the energy equation is the toughest for them to follow. (In other words, is it hardest to choose nutritious foods/drink water, get enough sleep, or get regular physical activity?) Ask students to take out a piece of paper and rank them 1, 2, and 3, with 1 being the most difficult, and 3 being the easiest.

_____ Eating right/Drinking water

_____ Getting enough sleep

_____ Getting enough physical activity (exercise)

6. Tell students you are going to conduct a quick classroom poll based on their answers. Ask students to report their own rankings.

How many said eating right/drinking water was the toughest? (write answers on the board)

How many said getting enough sleep was hardest? (write answers on the board)

How many said getting enough physical activity was the most challenging? (again, write answers on the board)

7. Now, have students speculate. Why do they think the class got these results? In this discussion, have students identify the barriers to each of the healthy behaviors. What are things that keep them from eating right/drinking water? Getting enough sleep? Participating in physical activity regularly? Here are some possible responses:

Food/Water: Family is busy and rarely has time for family meals; don't know enough about nutrition; don't like the food in the cafeteria so eat high-fat snacks from the vending machines; hard to resist something that looks and tastes good; sugary drinks give quick energy and/or taste better than water.

Sleep: Have a busy schedule and need to stay up late; watch TV or play video games until late; drink caffeine; school starts too early in the morning.

Physical Activity: Don't have time; don't like it; their friends don't do it; aren't a good

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Lesson Plan 8B Understanding Physical Fitness: Energy Equation

(Continued from page 82)

athlete; have too much to do with school and other activities; don't have a place to participate; don't have gym class at school.

Put students' answers on the board.

8. Now have them list the benefits to these behaviors that they and other kids their age value (e.g., looking good, being strong, getting good grades, reducing stress).
9. Divide into three groups and assign each one of the three components of the Energy Equation to each group. They should prepare a short skit, print ad, or mock TV or radio ad that promotes their health message to one specific audience—kids their age. First, they should review and possibly expand the list of barriers and benefits with their small group. Then they should develop their skit to address at least one of those barriers with the benefits needed to “sell” the healthy behavior to the class. They can use songs or humor, or they can do something serious.

Lesson Plan 8C Understanding Physical Fitness: Personal Fitness



Learning Objective: To understand components of a standard physical fitness test.

Behavioral Objective: To complete the physical fitness test.

Activity: Physical fitness test

Materials needed: *Open space to perform activities, two blocks or objects for shuttle run, stopwatch, paper and pen to record results*

Adapted from the President's Challenge.

Before conducting any fitness test make sure to confirm any health problems that may inhibit participation. Ensure students are aware of the proper technique for each activity. Do not limit the amount of tries each student can have on an event.

Curl-ups: have half of the students lie on their backs on a clean and cushioned surface. Have the students lying down cross their arms in front of their chest and have another student hold their feet. Instruct students they must touch elbows to thighs on the way up and lower their back down so that shoulder blades touch the floor. Time the students to see how many curl-ups they can do in one minute. Switch groups. Record completed curl-ups for each student.

Shuttle Run:

Mark two parallel lines 30 feet apart and place two blocks of wood or similar object behind one of the lines. Students start behind opposite line. On the signal, the student runs to the blocks, picks one up, runs back to the starting line, places block behind the line, runs back and picks up the second block and runs back across starting line. Use a stopwatch to time each student.

Endurance Walk/Run: Find a safe one mile distance for students to run or walk. Encourage students to cover the distance in as short a time as possible. Use a stopwatch to time each student and record times. You may need to help gather accurate times depending on how large your group is.

Push-ups: Student lies face down on a mat or similar soft, clean surface with hands under shoulders and legs straight out with toes curled under. Have students raise themselves into a push-up position and back down to a 90 degree angle at the elbow. The push-ups

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Lesson Plan 8C Understanding Physical Fitness: Personal Fitness

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are done to a cadence of one every three seconds. Students perform repetitions until they can do no more. Count total completed for each student and record.

Try to make test into a fun and healthy competition. Have students encourage each other in each of the activities, cheering on their peers.

Note: This test can be performed at different times during the program to see any changes in fitness.

Lesson Plan 8D Understanding Physical Fitness: Fitness & Nutrition Expert



Learning Objective: To expand fitness and nutrition knowledge.
Behavioral Objective: NONE.

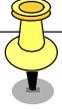
Activity: Q&A with fitness and nutrition expert

Materials needed: Scratch paper and writing instruments

Contact one of the organizations in the [Additional Resources](#) that can provide contact information for a fitness expert. This can be a personal trainer, health educator, nutritionist, etc.

Spend 10-15 minutes in a session prior to the nutrition expert session to have each student write down 3 questions about nutrition and/or physical activity for the expert guest speaker. Give these questions to the speaker beforehand so that he or she is prepared to lead an interactive discussion on the topic.

If possible, follow with instruction on how to properly do some common fitness exercises and modification on these exercises (eg, [Squats and burpees](#) in the Physical Activity section)



- Learning Objective: To understand how the school or youth organization affects physical fitness choices.
- Behavioral Objective: To participate in a discussion identifying changes that can be made to promote physical activity at the school or organization.

Asking for Action! Discussion Questions

At the end of the Understanding Physical Fitness Health Topic use the following questions to have participants begin to identify potential areas of change in the school or organizational environment.

Do you think that your school or organization supports physical activity?

What kind of physical activity would you enjoy the most? Do you have the resources to do so?

Do you have enough breaks in the day to get up and move around?

Is PE or physical activity withheld or ever used as a punishment at your school or organization?

Health Topic 9

Asking for Action II

Lesson Plan 9A Asking for Action II: Identify Policy Players

Lesson Plan 9B Asking for Action II: Build an Action Plan

Lesson Plan 9C Asking for Action II: Take Action

Lesson Plan 9D Asking for Action II: Review the Process

Lesson Plan 9A Asking for Action II: Identify Policy Players



Learning Objective: To understand which people have an interest in making a healthier environment.

Behavioral Objective: To create a list of policy players with interest in the selected problem in Lesson 5C.

Activity: Identifying Policy Players

Materials: [Appendix 36](#), [Appendix 45\(Glossary\)](#)

This lesson has been adapted from “Playing the Policy Game”, a project of California Project LEAN.

Use the problem identified in Health Topic 5 or brainstorm a new one to continue the policy planning process. The next step is to identify who needs to be part of your solution.

Brainstorm a list of individuals and organizations that have an interest in making your school or organization a healthier place. This can include, teachers, parents, administration, community centers, local physicians, parks and recreation, American Heart Association, American Cancer Society, etc.

Also try to identify players that might be hesitant to support your idea. They may be able to share their concerns and come up with a compromise in the end.

Lastly identify the decision makers involved in your solution. For example, they could be the principal, the organization director, local police, city council, etc. Use the Who Are the Policy Players Worksheet ([Appendix 36](#)) if needed.

Lesson Plan 9B Asking for Action II: Build an Action Plan



Learning Objective: To understand the planning process of an action plan.

Behavioral Objective: To develop a detailed action plan.

Activity: Building an Action Plan

Materials: [Appendix 37](#), [Appendix 38](#), [Appendix 39](#), [Appendix 40](#), [Appendix 41](#), [Appendix 42](#), [Appendix 43](#), [Appendix 45 \(Glossary\)](#)

This lesson has been adapted from "Playing the Policy Game", a project of California Project LEAN.

After Lessons 5A through 5C are complete, participants are prepared to build an action plan to figure out how their identified problem will be solved.

Divide the plan into manageable steps. For each step identify who is responsible and a completion date. Make sure to split work so that no one person is more burdened than another. See the sample action plan in [Appendix 37](#).

Tools that youth may choose to use include:

- ◆ Student survey ([Appendix 38](#))
- ◆ Writing letters ([Appendix 39](#))
- ◆ Making phone calls ([Appendix 40](#))
- ◆ Making presentations ([Appendix 41](#))
- ◆ Working with the media ([Appendix 42](#))

Once steps are finalized complete a final Action Plan ([Appendix 43](#))

Lesson Plan 9C Asking for Action II: Take Action



Learning Objective: To understand the process of implementing policy change.

Behavioral Objective: To complete the steps of the final Action Plan developed in Lesson 9B.

Activity: Taking Action

Materials: [Appendix 45 \(Glossary\)](#)

This lesson has been adapted from "Playing the Policy Game", a project of California Project LEAN.

Put your final plan into action and begin completing your outlined steps. To ensure your plan is working smoothly, try getting together after each step to talk about what went well and what areas need changes.

Each step may not be instantly successful and it may take several tries before the final action plan is completed. Going over the process periodically is important to keep the process moving and identify challenges before becoming too big. It may take a while to make long lasting change, but participants should always keep in mind they are working to make changes that will help themselves and others live healthier lives.

Lesson Plan 9D Asking for Action II: Review the Process



Learning Objective: To understand how to analyze the process of implementing policy change.

Behavioral Objective: To conduct a discussion about the completed policy process.

Activity: Reviewing the Process

Materials: [Appendix 44](#), [Appendix 45 \(Glossary\)](#)

This lesson has been adapted from "Playing the Policy Game", a project of California Project LEAN.

Once the final Action Plan has been met use the questions in [Appendix 44](#) to conduct a discussion about the entire policy project.

C. Physical Activities

Scavenger Hunt

Materials needed: Clues and actions (See Appendix 25 for example)

This scavenger hunt can be done on a small to large scale. It can be incorporated into a field trip at a local park or museum or simply conducted on your school's campus. Divide the group into teams. Pick a number of locations/landmarks (around 10) and write out clues to identify each. At the beginning of each clue, include written instructions for all team members to conduct a different physical activity (i.e., 10 jumping jacks, 30 knee lifts, etc). This way, when each team successfully locates a location/landmark, they will have to perform the designated physical activity before moving on to the next location.

An example of clues that were used in a scavenger hunt at Balboa Park are included in [Appendix 25](#).

Steal the Water Bottle Trivia Game

Materials needed: Plastic cup or empty water bottle

A popular activity that reinforces the information in the lesson plans while engaging in physical activity.

Divide students into 3-4 teams of equal number of people. Number each team member and have each line up side by side.

Select an object that is easily available and easy to grab with one hand such as a plastic cup or empty water bottle. Place the object 20-30 feet from the line of students.

Instruct students that you will be asking them questions and after each question one group member will race to grab the object and try answering the question correctly. If the answer is incorrect all students will return to the line and the question will be asked at a later point in the game until the correct answer is given (if no team is able to answer, go ahead and provide answer).

Before asking a question, preface by saying "This next question must be answered by number one only." Students are allowed to discuss the answer in their groups, but only the designated number for that turn can run after the object to answer the question. Ask the question out loud and clearly count to three. Students are only allowed to move toward the bottle after the count of three. Vary the numbers to allow equal participation of all team members.

Each correct answer is a point. Each team has one chance to answer a question correctly. The team with the most points at the end wins!

See [Appendix 26](#) with a list of example questions.

C. Physical Activity (continued)

Water Olympics

Materials needed: (dependent on activities) *Water balloons, buckets, water, baggies, ice*

A great outside activity for warm days. Divide into teams with equal number of members. Have teams compete in a series of events such as the ones included in [Appendix 27](#). Equipment varies according to event.

Squats and burpees

Materials needed: *None*

Begin in a squat position with your hands on the floor in front of you.

Kick your feet back, while simultaneously lowering yourself into a pushup.

Immediately return your feet to the squat position, while simultaneously pushing up with your arms.

Leap up as high as possible from the squat position.

Repeat as fast as possible, striving for approximately 30 repetitions per minute.

Easier variants

No-pushup burpee: the athlete does not perform a pushup while kicking back his feet.

Non-jump burpee: the athlete does not jump in the air after step 3.

Blob Tag

Materials needed: *None*

Identify the boundaries for the game.

One person is "it" and must tag the other players.

When a player is tagged, he/she links arms with the person that is "it" and the pair try to tag another person.

Each time someone is tagged they link arms with the "it" blob and as a group they try to tag the next person until everyone is tagged by the blob.

If it becomes difficult to tag players, consider allowing the blob to break into two or three smaller blobs of at least 3 players to tag participants.

Salsa Dancing

Materials needed: *Stereo/CD Player or other sound system*

Done previously with guest instructors from SDSU Ballroom Dancing. Contact dance clubs at local universities or local dance studios to inquire about guest instructors at no cost.

Learn basic salsa dancing steps. Practice individually with music. Learn how to dance with a partner and do spins/turns. Practice with partner to music .

C. Physical Activity (continued)

Jump Rope

Materials needed: Jump rope (one for each participant)

Distribute jump ropes and allow participants to practice jump roping for 5 minutes.

Team Activity

Divide into teams of 3 people; each player will select their activity that they will be doing.

Player 1: Run across quad (less than 400m) and back

Player 2: 20 reps of jump rope (attempts count)

Player 3: 10 push ups (can modify by doing them on the knees)

When the Facilitator says “go”, player 1 will perform their activity (run). When player 1 returns, player 2 will perform their activity (20 reps of jump rope). When player 2 has completed their activity, player 3 will perform their activity (10 push ups). Repeat 2-3 times. First team to finish wins. Change the activities and play again!

Yoga

Materials needed: Varies

The Sean O’Shea foundation is a non-profit organization that aims to empower youth through yoga. Visit their website www.seanosheafoundation.org if you would like to apply to receive their yoga program at no cost.

The Red Lotus Society located in downtown San Diego also offers donation-based yoga classes.

Another option is to check local libraries to see if they have any yoga DVDs available to share with participants

Kick Boxing

Materials needed: None

A great activity to do outside! Try asking gyms or individual trainers to see if they would be willing to donate some time to teach the students some kick boxing basics.

C. Physical Activity (continued)

Relay Races

Materials needed: *Varies according to events (eg, “sacks” such as pillow cases or cloth bags, handkerchiefs for three-legged race)*

Relay races are very versatile and can be done on multiple occasions by changing up the activities for each one. Make sure to demonstrate each action of the relay to the students before beginning. Do not start until each action is fully understood. Some ideas for a relay race are to do one or a combination of activities. Examples of activities include, bear crawl, three-legged race, sack race, crab walk, back to back, high knees skip, leap frog, etc.

“Baseball”

Materials needed: *Four objects to serve as “bases”*

- Set up four stations in an approximate square or baseball field shape (depending on space available)
- Designate each station with an activity and a number of reps to complete. Keep number or reps consistent to avoid confusion, e.g. 10 reps of activity at each station.
- Divide participants into 2 teams
- Participants will run from one station to the next and perform the specified number of reps at each station before moving on to the next
- Each time a participant “runs the bases” and completes the exercises at all 4 stations, the team receives a point/“scores a run”
- Continue the game for about 10 minutes. Provide a warning when 1 minute remains
 - Do not inform participants of how long the game will last. If they ask, encourage them to complete as many rounds as they can and you will give them a one minute warning before time is up
- The team with the most points or runs when time is called wins.

Ultimate Frisbee

Materials needed: *Frisbee*

- Visit website for how to play and rules:
http://www.whatisultimate.com/what/what_game_en.html

C. Physical Activity (continued)

Heart Alert Tag

Materials needed: None

This activity is best done outdoors with many people.

Briefly explain that heart disease is the #1 killer in the U.S. and identify that, besides genetics, the following risk factors for cardiovascular disease are:

Physical inactivity

Smoking

Poor nutrition

Stress

Overweight/Obesity

Have 3-5 players be "It" and designate them as a risk factor. When a person is tagged they must run in place.

Each time a person is tagged he or she gains a risk factor. To be "saved" someone will need to come and do 3 jumping jacks with the tagged person.

If a person gets tagged 5 times they are "out".

The goal is to go 5-10 minutes without anyone being tagged "out".

Note: Taggers may not tag others while they are being "saved".

The idea is that exercise is a great way to prevent heart attacks and heart disease.

Adapted from SPARK Active Recreation

Nutrition Survivor

Materials needed: 3-4 "markers" (e.g., cones, bean bags, cups, etc) and approximately 20'x20' open space

Have participants line up on one end of the open space. Place the markers 15-20 feet in front of the line of participants, with markers equally spaced out across the area and designated "A", "B", "C", etc.

The Facilitator will ask the students a series of health related questions and provide answer options with only one correct answer. The questions can be researched by the Facilitator or related to the health topics.

Instruct participants to run to the marker with the letter that corresponds to the correct answer. Those that chose the correct answer are the "survivors" and those that chose incorrectly are the "cheerleaders" that cheer on the survivors in the remaining rounds. Repeat the question and answer rounds until there is one survivor remaining. The last person remaining is the winner. Small prizes, tokens, or awards can be given to the winner if they are available.

Be creative with the questions and ask them in order of increasing difficulty to increase competition. The following is an example question:

Which contains the most sugar?

a) Pepsi

b) Orange Juice

c) Regular Milk

d) Sunny Delight

The following is a source for the correct answer, which is d) Sunny Delight

<http://nursing.msu.edu/neat/docs/Microsoft%20Word%20-%20CDI%20Question%204-Sugar%20in%20Beverages.pdf>

C. Physical Activity (continued)

Circuit Training

Materials needed: Varies (can be done with no equipment)

Circuit training is very versatile and can be done indoors, outdoors, with equipment, or without equipment. Here are some ideas for stations:

Planks	Bear crawl	Crab walk	Resistance bands
Push-ups	Hackey sack	Free weights	Grapevine shuffle
Sit-ups	Jumping Jacks	Squats	Tricep dips on bench
Wall sits	Jump rope	Lunges	Medicine ball toss
Hula hoop	Stretches	Leap frog	High knee skips
			Hopscotch

Super Circulation

Materials needed: Beanbag or other small object

Instruct students to sit in a circle. Place a bean bag or similar object in the middle. Count off students so that group is split in half (eg, if there are 20, count off 1-10 twice). Either use music or another start cue and have students all walk (jog, skip, etc.) in a particular direction. When a number is called, the two players with the number try to take the object in the middle to the perimeter of the circle. After each stop, change the skill the students are performing and direction of the movement.

Two points are awarded for getting the object back to the group without being tagged.

One point is awarded to the team if the person is tagged by the opposing number before getting the object back to the circle.

Hint: To make it more complicated call out math numbers or facts that relate to a number (e.g., how many fruits and veggies should you have each day).

Grab the Apple

Materials needed: Beanbag or other small object (one for each pair)

Pair up students and have them sit cross-legged on the floor facing each other. Place a beanbag or similar object between the pairs.

Explain that you will play music and that they will have an action to perform while the music plays.

When the music stops each person will try to “grab the apple” before their partner. After a few rounds, instruct them to grab the apple with a specific hand.

C. Physical Activity (continued)

Athletic Duck, Duck, Goose

Materials needed: None

Similar to traditional duck, duck, goose, however, students must perform a physical activity while sitting in the circle (eg, sit-ups, push-ups, leg raises, etc.)

Tae Bo

Materials needed: None

A guest Tae Bo instructor was solicited to teach this activity in the previous session. The instructor was from the high school of the participants. It is suggested to ask around within the high school or local community for a guest instructor before reaching out to the greater community.

Participants learn basic Tae Bo movements without music; practice

Practice movements to music

Follow Instructor through workout combining all learned movements.

Shark Attack Tag

Materials needed: None

Played crossways on a football field or similar size field; designate one student as the shark, the others are minnows. Arrange the minnows in a straight line on one side of the field, all facing the opposite side. The shark calls out, "Minnows run to me!".

All the minnows try to run to the other side of the field. The shark attempts to tag as many minnows as possible. If they get to the other side of the field without being tagged they are safe.

Once tagged one becomes a shark. When all untagged minnows are on the other side of the field, play starts again. A shark calls out, "Minnows run to me!"

Continue running back and forth until all minnows have been converted to sharks.

Skillastics Board Game

Materials needed: Skillastics board game

An interactive "board" game that tests the physical skills of teams.

Contact Skillastics ([Additional Resources](#)) for more information on equipment.

C. Physical Activity (continued)

Coin-Drop Race

Materials needed: egg carton, about 20 pennies, 1 bowl for each team

(<http://familyfun.go.com/playtime/sports-athletic-games/relays-races/coin-drop-race-787521/>)

This activity will help teach teamwork, promote exercise and friendly competition. This activity is best done outdoors.

Setup: Mark start and turn-back lines a good distance apart. Cut the lids from the egg cartons and place one for each team on the ground midway between the start and turn-back lines. Place 20 pennies in each bowl and put a bowl for each team on the turn-back line.

Playing the Game: The teams line up at the start line. At "Go," one player from each team races to the turn-back line, picks up one penny from her team's bowl, and runs to her team's egg carton. There, he/she gets one chance to drop the penny into one cup of the carton - without lowering his/her arm below waist height. He/she then runs back to the start line and the next player goes. The game ends when a team has gotten at least one penny in each cup of its egg carton.

Crab Soccer

Materials needed: soccer ball, cones for goals

This game is best played outdoors or in a gymnasium.

Divide group up into two teams. Players support themselves on their hands *and* feet, face up, in motions that make them look like crabs. Players try to kick the ball into the goal to score points. Players other than the goalkeeper may not use their hands. No player may stand except for the goalies.

Rock, Paper, Scissors, Catch

Materials needed: soccer ball, cones for goals

Students are split into two equal teams. They get together in their teams and decide that the team as a whole is going to play 'rock', 'paper', or 'scissors'. They then "face off" at the center line of a gym or field and on the count of three they play their rock, paper, or scissors.

Remember, paper beats rock, rock beats scissors, and scissors beats paper.

Whoever wins then chases the other team to the end line of the field or gym and tags as many people as they can on the way. Those that are caught now join the other team.

The game continues until all the players from one team are caught.

D. Snacks and Cooking

Simple Snacks

- ◆ Water
- ◆ Wheat thins & cottage cheese
- ◆ Fiber One Bars
- ◆ Bananas and Almonds
- ◆ Apples and peanut butter
- ◆ Popcorn and apples
- ◆ Pita and hummus
- ◆ Yogurt and Grapefruit parfaits
- ◆ Plain yogurt with honey and fresh fruit
- ◆ Fresh fruit (alone, salad, or kabobs)
- ◆ Fiber One muffins
- ◆ 100% juice
- ◆ Non-fat milk
- ◆ Cut up vegetables and low-fat dressing
- ◆ Banana and peanut butter
- ◆ Banana and honey
- ◆ Black bean dip with whole grain crackers
- ◆ Edamame (steamed Japanese soybeans)
- ◆ Rice cakes
- ◆ Wheat bagel with low-fat cream cheese
- ◆ Tuna on whole-grain bread
- ◆ Smoothie made with fruit, yogurt/milk, and ice
- ◆ 100 calorie packs
- ◆ Grapes and pretzels (plain or yogurt covered)
- ◆ Dried fruit with mixed nuts
- ◆ Carrots and hummus
- ◆ String cheese, grapes, and whole wheat crackers
- ◆ Trail mix (homemade or prepared) and string cheese
- ◆ Mozzarella, tomato, basil, and balsamic salad
- ◆ Cheese variety and whole wheat crackers
- ◆ Salsa fresca with baked tortilla chips
- ◆ Water (still or mineral) with lemon, orange, lime, or cucumber
- ◆ Celery and peanut butter
- ◆ Oatmeal and blueberries
- ◆ Vegetable soup with whole-grain crackers
- ◆ Frozen-juice bars made with 100% real fruit juice
- ◆ Whole-grain English muffin
- ◆ Unsweetened applesauce
- ◆ Frozen fruit
- ◆ Baked tortilla chips
- ◆ Fruit salad
- ◆ Whole grain granola bars
- ◆ Air-popped/low-fat popcorn

Recipes

Salad with option of different toppings

Ingredients:

- ◆ Spinach leaves
- ◆ Mixed greens
- ◆ Pre-cooked chicken
- ◆ Hardboiled eggs
- ◆ Tomatoes
- ◆ Green, red, yellow peppers
- ◆ Mushrooms
- ◆ Shredded carrot
- ◆ Cucumber
- ◆ Feta cheese
- ◆ Almonds, pecans, or pine nuts
- ◆ Apples
- ◆ Oranges
- ◆ Grapes
- ◆ Strawberries
- ◆ Dressing or salsa

Wash lettuce and produce. Prepare toppings and separate into containers. Have participants create a unique personal salad. Provide a few dressing options (low-calorie)



Quesadillas

Ingredients:

- ◆ Whole wheat tortillas
- ◆ Corn tortillas
- ◆ Shredded mozzarella or low-fat cheddar cheese
- ◆ Grilled chicken
- ◆ Corn
- ◆ Green onions
- ◆ Green peppers
- ◆ mushrooms
- ◆ Salsa
- ◆ Avocado
- ◆ Olives

Sprinkle cheese on a tortilla. Have participants add fillings of their choosing. For best results, cook in a pan on the stovetop. If stove is not available cook in a microwave until cheese is melted.



Tuna, chicken, or egg salad sandwiches

Ingredients:

- ◆ Pre-made tuna, chicken, or egg salad
- ◆ Whole wheat or double fiber bread.
- ◆ Add tomato, sprouts, mustard, mayonnaise, lettuce, etc to taste.

Combined bread, salad of choice, and vegetables. Bread can be toasted if desired.



Peachy PB Pockets

Ingredients:

- ◆ Pita bread
- ◆ Double fiber bread
- ◆ peanut butter (all natural)
- ◆ Peaches
- ◆ Bananas
- ◆ Apples

Choose either pita or bread and add desired fillings.

Recipes (continued)

Fish Tacos

Ingredients:

- ◆ Cod or white fish fillets
- ◆ Corn tortillas
- ◆ Shredded red & green cabbage
- ◆ Tomatoes
- ◆ Non-fat sour cream
- ◆ Olive oil
- ◆ Lemon juice
- ◆ Taco seasoning
- ◆ Taco sauce
- ◆ Lime wedges

Cook fish using olive oil in a skillet over a stovetop until cooked thoroughly. Combined desired ingredients into tortillas.



Mac and cheese with vegetables

Ingredients:

- ◆ Microwaveable macaroni and cheese (hint: use only half of cheese flavor packet)
- ◆ Frozen vegetables: peas, carrots, broccoli

Prepare macaroni according to directions on package. Add desired vegetables.

Cheesy Lentils

Ingredients:

- ◆ Lentils (precooked, microwaveable)
- ◆ Canned green beans
- ◆ Mozzarella

Heat all ingredients and mix together.



Smoothies

Pre-made or make your own with fresh and/or frozen fruit:

- ◆ Bananas
- ◆ Strawberries
- ◆ Mangos
- ◆ Blueberries
- ◆ Raspberries
- ◆ Yogurt
- ◆ Orange juice
- ◆ Low fat milk

Combine juice, milk, and desired fruit into a blender and mix until smooth.



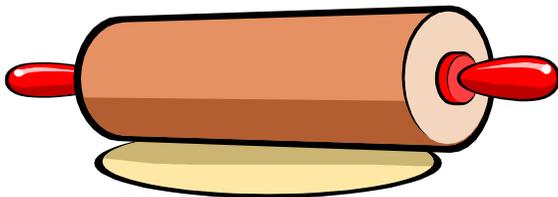
Recipes (continued)

Huevos Rancheros with pico de gallo

Ingredients:

- ◆ Corn tortillas
- ◆ vegetable oil
- ◆ nonstick cooking spray
- ◆ egg substitute
- ◆ shredded Cheddar or Monterey Jack cheese.
- ◆ Pico: Ground black pepper; tomatoes; onion; cilantro; jalapeño peppers; lime juice; garlic; salt

In a skillet over medium-low heat scramble eggs, cheese, and pico. Warm tortillas and enjoy.



Breakfast burritos

Ingredients:

- ◆ Whole wheat or low-carb flour tortillas
- ◆ egg substitute
- ◆ Salsa
- ◆ low-fat cheddar or feta cheese
- ◆ salt and pepper

Heat eggs by scrambling in a skillet or heating in a microwave. Add salsa, cheese, and egg to warm tortilla and wrap like a burrito.

Turkey/Chicken wraps or sandwiches

Ingredients:

- ◆ Double fiber bread or Whole grain tortilla
- ◆ Protein: lean sliced turkey meat, pre-sliced chicken breast strips
- ◆ Cheese: part-skim mozzarella or low-fat provolone
- ◆ Veggies: tomato, cucumber, lettuce, sprouts, pickles, onions
- ◆ Spread: mustard, low-fat mayonnaise or low-fat, low-carb (sugar free) dressing

Layout ingredients and have participants assemble a unique personal wrap or sandwich.



Recipes (continued)

Black bean and corn salad

Ingredients:

- ◆ 1/3 cup lime juice
- ◆ 1 avocado, diced
- ◆ 1/2 cup olive oil
- ◆ 1 red bell pepper, chopped
- ◆ 1 clove garlic, minced
- ◆ 2 tomatoes, chopped
- ◆ 1 tsp salt
- ◆ 6 green onions, thinly sliced
- ◆ 1/8 tsp cayenne pepper
- ◆ 1/2 cup chopped fresh cilantro
- ◆ 2 cans black beans, rinsed and drained
- ◆ 1 1/2 cup frozen corn kernels

Place lime juice, olive oil, garlic, salt, and cayenne pepper in a small jar. Cover with lid and shake until well mixed. In a salad bowl, combine beans, corn, avocado, bell pepper, tomatoes, green onions, and cilantro. Shake like dressing and pour over the salad. Stir salad to coat vegetables and beans with dressing.



Kale chips

Ingredients:

- ◆ Bunch of kale
- ◆ Olive oil
- ◆ Sea salt
- ◆ Garlic powder (optional)

Remove kale leaves from stem and rip into bite-size pieces. Place on baking sheet in single layer. Massage olive oil and sprinkle salt and garlic powder onto all the leaves. Bake at 350 degrees for about 10-15 minutes.

Guacamole

Ingredients:

- ◆ Avocados
- ◆ Juice of lemon or lime
- ◆ Cilantro
- ◆ Tomato
- ◆ White onion
- ◆ Jalapeno pepper (optional)

Mash avocados, leaving them chunky. Chop the other ingredients. Stir ingredients into avocado.



Yogurt parfait

Ingredients:

- ◆ Yogurt, any flavor
- ◆ Granola cereal
- ◆ Sliced banana
- ◆ Berries (any kind)

Layer yogurt, granola, and fruit in a cup.

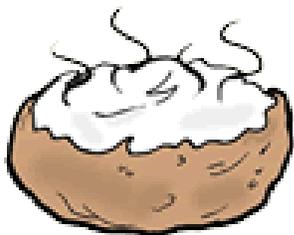
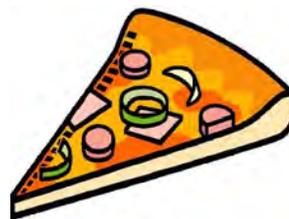
Recipes (continued)

Pizza

Ingredients:

- ◆ Whole pita or tortilla
- ◆ Tomato sauce
- ◆ Low-fat mozzarella cheese
- ◆ Chopped vegetables
- ◆ Lean meat

Smear a bit of tomato sauce onto pita or tortilla. Sprinkle on cheese, and top with chopped vegetables and a bit of lean meat. Heat in toaster oven or microwave.



Baked potato

Ingredients:

- ◆ Potato
- ◆ Salsa
- ◆ Low-fat sour cream
- ◆ Salt and pepper to taste

Prick the potato several times. Cook on full power in the microwave for 5 minutes. Turn over, and continue to cook for 5 more minutes. When the potato is soft, remove from the microwave, and cut in half lengthwise. Add salsa, sour cream, and salt and pepper.

Mango salsa

Ingredients:

- ◆ Diced mango
- ◆ Chopped green onions
- ◆ Minced garlic
- ◆ Lime juice
- ◆ Orange juice

Stir the mangos, green onions, garlic, cilantro, lime juice, and orange juice together in a bowl. Chill at least 1 hour before serving.



Fruit kabob with dip

Ingredients:

- ◆ Apple
- ◆ Pear
- ◆ Pineapple chunks
- ◆ Grapes
- ◆ strawberries
- ◆ 1/2 cup orange or lemon yogurt
- ◆ 1/8 teaspoon vanilla extract

Cut fruit into chunks. Thread fruit onto wooden skewers. In a small bowl, combine yogurt and vanilla. Serve with kabobs.

Recipes (continued)

Turkey panini

Ingredients:

- ◆ Whole grain bread
- ◆ Low sodium turkey breast
- ◆ Light Swiss cheese
- ◆ Spinach leaves
- ◆ hummus

Spread cheese and hummus over each slice of bread. Stack spinach leaves on one side of bread. Top with turkey and cook for 3 minutes per side on a pan over medium heat.



Fajitas

Ingredients:

- ◆ Green bell pepper
- ◆ Red bell pepper
- ◆ Onion
- ◆ Grilled chicken
- ◆ Taco seasoning mix
- ◆ Whole grain tortilla
- ◆ Salsa for serving
- ◆ Lime wedges for serving

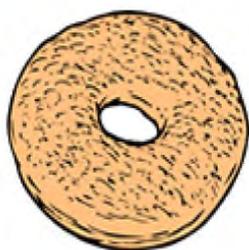
In a skillet over medium-high heat, cook the red and green bell pepper and onion until hot and slightly crispy. Stir in the taco seasoning mix. Have participants create a fajita with their choice of fillings.

Trail mix

Ingredients:

- ◆ Base ingredients: unsalted peanuts, tree nuts, mixed nuts, or sunflower seeds
- ◆ Dried fruit and sweets: cranberries, cherries, apple or banana; dark chocolate chips in moderation
- ◆ Grains: whole grain cereals, rice crackers, pretzels

Mix ingredients in bag or container. Nuts and seeds should be added at a 1.5 ratio to the rest of the ingredients.



Peanut butter banana bagel

Ingredients:

- ◆ Whole grain bagel
- ◆ Sliced banana rounds
- ◆ Peanut butter
- ◆ honey

Slice bagel in half and lightly toast. Spread top half of bagel with peanut butter. Lay banana slices on other half and drizzle with honey. Join the two halves together.

IV. Supplemental Activities

Community Engagement/Advocacy Activities

Mentoring Peers, Elementary, and Middle School Students

Mentoring opportunities allow for reinforcement of themes and ideas being taught throughout the program. Mentoring of younger peers, family members, or community members can be done throughout the program or via an “intensive week” or “family day” dedicated to mentoring and sharing Health Champion knowledge.

In addition, mentoring activities support the modeling of healthy behavior by the students. They reinforce the health topics presented in the Health Champions Program and are more likely to increase self-efficacy of the students to perform healthy behaviors. This increase improves the likelihood that the lessons of the Health Champions program will be sustained.

Peers

Peer mentoring allows Health Champions to share their health knowledge with their classmates and friends. It provides an opportunity for participants to showcase their work towards leading a healthy lifestyle. There are various ways in which peer mentoring can be incorporated. For instance, the club can hold monthly “Lunch and Learns” for any interested classmates. During these lunches, Health Champions present some of their favorite activities from the previous month or create their own incorporating the health information from the program. Another option is to organize a Health Champions Health Fair. Health Champions can set up booths during a lunch period, and be available to offer information on the various health topics covered in the Health Champions program. It may be helpful to have experts attend as well to ensure accuracy of the information and address specific questions.

To organize a peer mentoring activity:

- Receive approval from principal and student government.

- Decide on date(s), time, and place. Make any necessary reservations with the school and complete any school-required paperwork.

- Decide on health topics, activities, or information that will be presented. They can be presented in the form of posters, Powerpoint presentations, games, discussions, worksheets (see [Appendix 9](#) or [Appendix 19](#) for sample worksheets), videos, etc. Gather necessary materials. And contact any necessary speakers.

- Create and distribute promotional material 2-3 weeks before event. Material can include flyers, announcements in the daily bulletin or school paper, word of mouth messages, posters, etc. Offering a small snack or incentive is a great way to encourage attendance. Finalize presentation materials/activity and create a detailed agenda a week before the event.

- Set-up event 2-4 hours before start time.

- Have fun!

(Continued on page 109)

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Elementary and Middle Schools

Engaging younger students is another opportunity for Health Champions to model their skills and knowledge. The interaction not only involves the discussion of important health messages, but also fosters a connectedness between the high school and middle school population. Health Coaches, the program Health Champions is modeled after, engaged middle school students in nearly half of all sessions. After the first half of the program, Coaches recruited middle school students to participate in the remaining sessions. These sessions reviewed the health topics using new activities that encouraged interaction between the Coach and middle school student.

Health Champions can recruit participants beforehand at lunch time at the chosen elementary or middle school or they can distribute general promotional materials around school. The Champions should be in charge of as much of the process as possible including creating promotional material, talking to the younger students, gathering information, creating materials, implementing activities, and scheduling. As with the peer mentoring, monthly “Lunch and Learns”, after-school sessions, or Health Fairs can be organized as possible events to be held at a elementary or middle school.

To organize an elementary or middle school mentoring event:

- Receive approval from principal of participating school.

- Decide on date(s), time, and place. Make any necessary reservations with the school and complete any school-required paperwork.

- Decide on health topics, activities, or information that will be presented. They can be presented in the form of posters, Powerpoint presentations, games, discussions, worksheets (see [Appendix 9](#) or [Appendix 19](#) for sample worksheets), videos, etc. Gather necessary materials and contact any necessary speakers.

- Create and distribute promotional material 2-4 weeks before event. Material can include flyers, announcements in the daily bulletin or school paper, word of mouth messages, posters, etc. Offering a small snack or incentive is a great way to encourage attendance. If Champions wish to recruit a certain number of younger students, also do this 2-4 weeks prior.

- Finalize presentation materials/activities and create a detailed agenda a week before the event.

- Set-up event 2-4 hours before start time.

- Have fun!

(Continued on page 110)

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Health Fairs

At any point during the program participants may choose to share their newly acquired health knowledge with the rest of their school, family, or community by participating in a health fair. There are a number of ways in which this can be done. The easiest option may be to find a health fair that has already been planned and ask the organizers to allow the Health Champions to have a booth. Another option is to have the Health Champions plan and staff a health fair of their own. Regardless of the option, it is best to keep in mind that activity-oriented fairs and/or booths make a much greater impact than passive information-oriented ones. In addition, it is best to keep the health messages simple and easy to understand, often with only one or two take home messages from each booth.

To increase participation, Health Champions may try to gather donations to serve as raffle prizes. Attendees would earn a raffle ticket for each booth or activity that they participate in. The general steps of planning a health fair are:

- Setting Objectives and Planning
- Setting Up Committees and Duties
- Activity Ideas
- Evaluation

More details on each of these steps can be found at the following website:

http://fcs.tamu.edu/health/health_fair_planning_guide/index.php

Tips on general health topic activities can be found at:

http://fcs.tamu.edu/health/health_fair_planning_guide/activity_ideas.php

Nutrition and physical activity activities can be found at:

http://fcs.tamu.edu/health/nutrition_physical_activity_fair_planning_guide/index.php

Community Mapping/YEAH

Mapping is a great way to get students involved in their physical environment. It allows for the students to be able to recognize situations that support and serve as a barrier to the health. The ultimate goal is to teach students how to be agents of change and positively affect their physical environments.

The mapping activity can be conducted through an organization such as Walk San Diego or can be conducted informally by the Facilitator. See [Appendix 28](#) for a community mapping checklist that can be used for the informal option.

Youth Engagement and Action for Health (YEAH!) is a guide for group leaders interested in engaging local youth and adults in learning about and taking action to improve their neighborhoods. As a result, residents are more able to engage in healthful behaviors. In addition, the program promotes community empowerment and strengthens communities. For more information contact Rady Children's or San Diego Childhood Obesity Initiative (HHS).

(Continued on page 111)

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Community Volunteering

Volunteering is a rewarding community engagement option that is both easy and flexible. Many local organizations welcome youth as volunteers. In addition, participants are also able to work on fulfilling community service requirements they may have through their school or other local organization.

It is suggested to first explore volunteer options that either promote the Health Champions program or reinforce the knowledge or skills acquired in the lesson plans. This may include activities such as food handling and serving, or activities that support program partners.

The following is a list of volunteer activities that may be of interest:

Ronald McDonald House at Rady Children's

Petco Park

Meals of Wheels

Trail Restoration

Beach Clean Up

Dog Walking for a Local Shelter or Hospital

Habitat for Humanity

Cleaning at Local Community Centers

Assist in Maintenance of a Community Garden

Disease-Related Organizations such as American Heart Association, American Cancer Society, American Lung Association, etc.

The following website provides updated volunteering opportunities according to region:

<http://www.volunteermatch.org>

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PhotoVoice

The development of Photovoice was initially based on anthropological theory in the United Kingdom and have been used across numerous countries and culture. The project was subsequently implemented according to the public health Theory of Empowerment by Caroline Wang and Mary Ann Burris, two public health professionals. The implementation of this PhotoVoice model serves to promote health by empowering youth to advocate for healthier communities through photographs. Photos are taken of people and environments that promote or inhibit a healthy lifestyle. Photos are then selected by importance and explained in further detail. If considered a modifiable situation, students then advocate to the appropriate person(s) to create a positive change in the barrier they photographed. The project is further defined by the following:

“The photovoice process aims to use photographic images taken by persons with little money, power, or status to enhance community needs assessments, empower participants, and induce change by informing policy makers of community assets and deficits.”

-Strack et al (2004, p. 49)

“Photovoice is a method by which people can identify, represent, and enhance their community through a specific photographic technique.”

-Wang and Burris (1997, p. 369)

The goals of PhotoVoice are:

To give community members a voice with the use of a camera to capture and reflect their community’s strengths, problems, and needs.

To encourage discussion among community members about the important issues captured in the photographs that they feel need to change or improve.

To reach and inform policymakers about these important issues in order to create positive change within the community.

Multiple organizations in California have conducted PhotoVoice based on a public health theory of empowerment. These organizations include:

Central California Regional Obesity Prevention Program (CCROPP; www.ccropp.org)

Website highlights projects completed by youth throughout California.

Healthy Eating Active Communities (HEAC; www.healthyeatingactivecommunities.org/)

Website has downloadable PhotoVoice handbook

Voces y Sentimientos (www.fotovoz.org)

Website highlights a PhotoVoice exploration of diabetes among uninsured Latinos in Santa Clara County

(Continued on page 113)

(Continued from page 112)

General Process to Implementing a PhotoVoice Project:

Establish partnerships between possible funders, coordinators, and organizations that engage youth or where youth can be recruited.

Begin recruitment of youth. Provide them with a clear description and all necessary paperwork. The number of youth recruited will depend on coordinator or organization (10-15 recommended).

Secure meeting locations for at least 3 to 4 meetings taking place throughout the length of the project.

Schedule initial training/orientation. Notify participants to bring distributed forms if they would like to continue participation and receive a camera.

Initial training should last 3-4 hours and aims to orient the youth to the project, the ethics of photography, and the method of PhotoVoice. Collect paper work and distribute cameras. Give participants approximately two weeks to take photos.

Participants turn in cameras and release forms to the coordinator.

Develop photos. It is a good idea to have both hard copies and a digital CD with the photos.

Schedule Freewrite meeting and inform participants.

Freewrite meeting will last approximately 2 hours. Use this time to discuss photos, choose one top photo for each participant, and answer the Freewrite on the chosen photo.

Chosen photos and Freewrite answers are published onto a poster sized board by Coordinator or organization.

Schedule a meeting to practice for final event presentation.

Presentation practice meeting (will last 1 to 2 hours).

Final community event/policy makers meeting/exhibits. The location will be dependent on the type of issue being addressed through the chosen photo.

Finalize with a brief report highlighting the description of the community, summary of the purpose and methodology of the project, the findings or themes captured in the images, a

List of recommendation for action based on findings.

(Continued on page 114)

Sample materials can be found in [Appendix 29](#). These are the materials that are utilized in the CCROPP PhotoVoice project and serve as an example of the various program components.

PhotoVoice Documents:

Freewrite Questions Sheet

This sheet is used to describe what a participant's chosen photo is about and why it is significant. The sheet can ask questions such as:

1. Explain what you see or what is happening in your photo?
2. Does your photo show something that makes being active/eating healthy easy or hard? (Is it a strength or challenge?)
3. How does this affect your life in terms of being active/eating healthy?
4. Why do you think this strength or challenge exists in your community?
5. What can we do about it?
6. What are your feelings towards this photo?

Parent Permission/Informed Consent and Photo Release Form

This allows the parents of the minor to give permission for their child to participate in the PhotoVoice project and allows the photos they take to be used for project purposes. This form should include the purpose, risks, and benefits associated with the project.

Assent to Participate and Photo Permission Release Form

Similar to the parent permission form, this form allows the participants to understand the project they are participating in and gives permission for their photos to be used for project purposes.

Photograph Acceptance Form

Allows for community members who appear in photos to give permission for their photo to be used for project purposes.

Initial Training Agenda

- Collect Permission and Assent Forms

- Ice Breaker

- What is PhotoVoice? (Background and history and the three goals of PhotoVoice)

- Ethics of Photography

- Review Forms Used in the Project (When to use the Photo Acceptance and Release Form)

- Safety/Respect When Taking Pictures

- Discuss Instructions on Taking Pictures (Participants help in making a list of places, things, or people that make it easy or difficult to be active and eat healthy)

- Review Freewrite Questions

- Discuss Camera Use Tips (Provide photo tip handouts if possible)

- Hand out Cameras (Remind participants of how long they have to take photos and set a date to return the cameras)

- Collect Acceptance forms from participants

- Hand photos back to participants

Have participants discuss their photos in a small group

Have participants present their top three picks to the group and explain why they chose those photos

Have the whole group vote to choose the top photo for each participant (Make sure different issues are represented in the photos)

Discuss each photo in detail (Use the Freewrite questions as a guide)

Have participants answer Freewrite questions for their top photo

Return the Freewrite, top photo, and remaining photo to meeting coordinator to enlarge for presentation purposes.

Final Community Event Presentation Practice Meeting

Provide each participant with a copy of their poster that includes their top photo and Freewrite answers

Practice individual poster presentation

Make a list of community members, policy makers, and all other stakeholders that can be invited to presentations (People that have influence over the situation being presented in the photo)

Go over agenda for event (if known)

Final Community Event

Present photos and stories to local community members and policy members (City Council Meetings, Farmers' Market, Health Fair, etc.)

Presenters include adult partners in projects and participants

Presentation and stories can also be on display at businesses, government offices, art galleries, or other locations interested in exhibiting the posters.

Health Careers Introduction

1. Traditional and Non-Traditional Health Careers

Have students brainstorm as many careers in health they can and write on a white board or piece of paper. When brainstorming slows or stops, write the following topics on columns on the board: “Health”, “Physical Fitness”, “Food and Nutrition”. See if participants can place their brainstormed ideas into each category. Ask if they can think of any more careers now that they have the three categories. Use the following as a guide if more ideas are needed:

Health	Physical Fitness	Food and Nutrition
Nurse	Athletic Trainer	Dietician
Physician	Physical Therapy	Food Safety Specialist
Dentist	Personal Trainer	Head Chef
X-ray Tech	Wellness Coach	Agricultural Inspector
Medical Assistant	Exercise Physiologist	Food critic/journalist
Medical Historian	Aerobic Instructor	Caterer

Have students provide a definition for what they think a traditional health career is versus a non-traditional health career. Can they pick out which ones are traditional and which ones are non traditional from the list they made?

2. Career Assessment

A short career assessment is provided in [Appendix 46](#). Handout the first page of questions to the participants and have them answer the questions. Either post the scoring and evaluation descriptions (second page) on an over-head, read aloud, or hand out a copy to each student to see what kind of career might be best for them!

For more information on different healthy lifestyle careers, check out the following:

http://wihealthcareers.org/Career_occ_toc.cfm

http://wihealthcareers.org/Career_organs.cfm

<http://explorehealthcareers.org/en/index.aspx>

<http://www.khake.com/page22.html>

<http://www.californiacareers.info/>

<http://www.calmis.ca.gov/file/occmisc/healthcarecareers.pdf>

No Cost/Low Cost Field Trips

Field trips are not required; however, they can reinforce many of the health topics presented in the Health Champions guide and have been shown to encourage student participation in the program. Pre-planning a couple of field trips can be very helpful in the recruitment of participants as they are appealing to students. Below is a list of low or no cost field trip ideas.

Hiking

Hiking is a great low cost and versatile field trip. Local county and state parks are usually free of charge and sometimes offer guided walks or a visitor's center. Make sure to provide participants with a "packing list" and park rules before the hike. It is suggested that you carry sack lunches and water with you during the hike.

Grocery Store Tour

A tour can be conducted by the Facilitator or a guest speaker/volunteer from a local organization such as Network for a Healthy California. The time can be spent reviewing skills such as label reading and food identification, but can also be used for new and more in depth information. See [Appendix 24](#) for Instructions on how to conduct a grocery store tour.

Local Park

A great resource for larger games such as relay races, soccer games, and water Olympics. Make sure to check rules, requirements, and event calendars before setting up any equipment.

Write to museums or sports parks for discounted or free admission

Many museums have days offering free admission. However, requesting free or discounted admission to exhibits can also be successful. Picking museums relevant to health such as a sports museum or science museum focusing on the human body will reinforce information in the program.

Scavenger Hunt with Physical Activity

This scavenger hunt can be done on a small to large scale. It can be incorporated into a field trip at a local park or museum or simply conducted on your school's campus. Divide the group into teams. Pick a number of locations/landmarks (around 10) and write out clues to identify each. At the beginning of each clue, include written instructions for all team members to conduct a different physical activity (i.e., 10 jumping jacks, 30 knee lifts, etc). This way, when each team successfully locates a location/landmark, they will have to perform the designated physical activity before moving on to the next location.

Engaging the Family

Students can also model healthy behaviors by participating in activities with family and community members. Topic presentations and worksheets may be intimidating for the students to perform in front of adults, therefore a less structured presentation or activity is suggested. Activities such as role playing, health related field trips, healthy food potlucks, family physical activities such as soccer games, and cooking sessions are great ways for students to share their Health Champions knowledge with family and community members.

To organize an event to engage the family of Health Champions:

Decide on date(s), time, and place. Make any necessary reservations with the location and complete any required paperwork.

Decide on health topics or information that will be included. And the activities that reinforce them. Gather necessary materials and contact any necessary guest speakers.

Create and distribute invitations to the event 2-4 weeks before event. Invitations should be appropriate for the audience and varied. It is best to use a combination of written, verbal, and electronic forms of communication to ensure all family members are reached. Offering food or another small incentive is a great way to encourage attendance.

Finalize activities and create a detailed agenda a week before the event.

Set-up event 2-4 hours before start time.

Have fun!

V. Additional resources

Organizations

Center for Healthier Communities, Rady Children's Hospital

3020 Children's Way, MC 5073

San Diego, CA 92123

Tel (858) 576-1700

Fax (858) 966-7563

<http://www.rchsd.org/ourcare/programsservices/c-d/centerforhealthiercommunities/index.htm>

SDSU (various departments)

5500 Campanile Drive

San Diego, CA 92182

<http://sdsu.edu/>

California Project LEAN

PO Box 997377 (MS 7211)

Sacramento, CA 95899-7413

Tel (916) 552-9907

Fax (916) 552-9909

<http://www.californiaprojectlean.org/>

City Heights Wellness Center

4440 Wightman Street, Suite 200

San Diego, CA 92105

Tel (619) 321-2920

Maternal, Child, and Family Health Services, San Diego County Health and Human Services

3851 Rosecrans Street

PO Box 85222 (MSP511H)

San Diego, CA 92186-5222

(619) 692-8858

San Diego Kids Health Assurance Network (SD-KHAN), San Diego County Health and Human Services

3851 Rosecrans Street, Suite 522 (MS:P511H)

San Diego, CA 92110-3115

Tel (800) 675-2229

San Diego Chargers, Community Relations

4020 Murphy Canyon Road

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San Diego, CA 92123
<http://www.chargers.com/community/all-requests.html>

San Diego Padres Foundation

San Diego Padres Community Relations
Attn: Charitable Donation
P.O. Box 122000
San Diego, CA 92112
<http://sandiego.padres.mlb.com/sd/community/foundation.jsp>

Kaiser Permanente, Southern California

Positive Choice Wellness Center
7035 Convoy Court
San Diego, CA 92111
(858) 573-0090
<https://health.kaiserpermanente.org/wps/portal/facility/100065>

San Diego Childhood Obesity Initiative

5575 Ruffin Road, Suite 225
San Diego, CA 92123
<http://ourcommunityourkids.org/>

The California Endowment

1000 North Alameda St
Los Angeles, CA 90012
Tel (800) 449-4149
<http://www.calendow.org/>

HealthNet Health Education

<https://www.healthnet.com/portal/home.do>

Blue Cross Healthy Families Program

Tel (800) 227-3238
http://www.healthyfamilies.ca.gov/Plans_Providers/Plans/Anthem_Blue_Cross_HMO.aspx

American Heart Association

9404 Genesee Ave, Suite 240
La Jolla, CA 92037
Tel (858) 410-3850
<http://www.americanheart.org>

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Palomar Pomerado Health—The Health Source

<http://www.pph.org>

Hall of Champions

2131 Pan American Plaza

San Diego, CA 92101

(619) 234-2544

<http://www.sdhoc.com/>

California Association for Health, Physical Education, Recreation, and Dance

1501 El Camino Ave, Suite 3

Sacramento, CA 95815-2748

<http://cahperd.org/>

University of California, San Diego, Division of Child Development and Community Health

Department of Pediatrics

4305 University Ave, Suite 590

San Diego, CA 92105

(619)681-0676

LA Gym Equipment

The Gym Store, LLC

Busy Body Home Fitness

9990 Empire St

San Diego, CA 92126

(949) 244-3983

San Diego Unified School District

<http://www.sandi.net/>

LA Weight Loss

<http://www.laweightloss.com/>

Center for Disease Control and Prevention

<http://www.cdc.gov>

American Cancer Society

<http://www.cancer.org>

United States Department of Agriculture

<http://www.usda.gov>

Robert Wood Johnson Foundation
<http://www.rwjf.org>

American Medical Association
<http://www.ama-assn.org/>

California Department of Public Health
<http://www.cdph.ca.gov>

Walk San Diego
740 13th Street, Suite 220
San Diego, CA 92101
Tel (619) 544-9255
Fax (619) 531-9255
<http://www.walksandiego.org>

Education and Nutrition Services

Network for a Healthy California (San Diego and Imperial Nutrition Network & 5-a-day Campaign)
4305 University Avenue, Suite 590
San Diego, CA 92105
Tel (619) 955-1041
Fax (619) 681-0666
<http://www.networkforahealthycalifornia.net/>
<http://sdnnonline.org/>

CATCH, Coordinated Approach to Childhood Health
601 FlagHouse Drive
Hasbrouck Hts, NJ 07604
(800) 793-7900

Family Nutrition Program of the University of California Cooperative Extension
5555 Overland Avenue, Bldg 4
San Diego, CA 92123-1219
(858) 694-2849

Physical Activity Services

Fitwize 4 kids
<http://www.fitwize4kids.com/>

Joy of Sports Foundation
1010 University Ave, PMB #1692
San Diego, CA 92103

Tel (619) 294-9585

KidTribe

3435 Ocean Park Blvd, Suite 107-438
Santa Monica, CA 90405
Tel (310) 455-0580

Skillastics

Sandy 'Spin' Slade, Inc.
PO Box 1513
Corona, CA 92878
Tel (888) 842-7746
<http://www.skillastics.com/>

Teen Fitness Pass Promotional

http://www.calgovcouncil.org/24_hour_fitness_fact/

SPARK After School Active Recreation

The SPARK Programs
438 Camino del Rio South, Suite 110,
San Diego, CA 92108
<http://www.sparkpe.org>

The Sean O'Shea Foundation

3397 Hollowtree Drive
Oceanside, CA 92058
namaste@seanosheafoundation.org
<http://seanosheafoundation.org/>

UCSD Sports Facilities

<http://sportsfac.ucsd.edu/>

Individuals

Larissa Johnson, Nutrition Specialist, San Diego 5 A Day Campaign & Network for a Healthy California
lrjohnson@ucsd.edu

Deirdre Kleske, California Project LEAN
dkleske@yahoo.com

Cheryl Moder, Director, San Diego Childhood Obesity Initiative
Tel (619) 523-2001
Fax (619) 523-2321
cheryl@modercommunications.com

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Become a 
Health Champion!



Join the Health Champion Club!



***Why Join Health
Champions?***

- . Learn to eat healthy
- . Try new physical activities
- . Try new foods!
- . Help your friends & family become healthy

For More Information Contact:

Become a 
Health Champion!



Join the Health Champion Club!



***Why Join Health
Champions?***

- . Learn to eat healthy**
- . Try new physical activities**
- . Try new foods!**
- . Help your friends & family become healthy**

For More Information Contact:

Health Champions Teacher Recommendation

Applicant Name: _____

Evaluator Name & Position: _____

To the evaluator: **You have been asked to complete a recommendation for the above named student who is applying to be a Health Champion. Students who are chosen to participate will learn about living a healthy life through nutrition and physical activity, and will receive hands on and didactic training on these topics. Your opinion will be of great assistance to us in evaluating this student’s application.**

Please evaluate the student in each of the areas below and add comments as appropriate.

	Poor	Below Average	Average	Above Average	Excellent
Leadership	<input type="checkbox"/>				
Written Communication skills	<input type="checkbox"/>				
Oral communication skills	<input type="checkbox"/>				
Emotional Maturity	<input type="checkbox"/>				
Interpersonal Skills	<input type="checkbox"/>				
Creativity	<input type="checkbox"/>				
Ability to accept constructive feedback	<input type="checkbox"/>				
Openness to learning with capacity to change	<input type="checkbox"/>				
Integrity	<input type="checkbox"/>				

Additional Comments:

Thank you for your time! Please return this form to the student.

For more information, contact

NOTE: This pre-survey and post-survey are available as PDF files on the Health Champions flash drive. The PDFs will produce the highest quality print outs.

Site Code: _____

1

Participant ID: _____



Health Champions Program

The following questions ask about foods and meals you eat, and what you know about nutrition and physical activity. This is not a test. We want to learn about what teens your age eat and know about nutrition and physical activity.

The answers you give will be kept private. No one will ever know what you say unless you tell them. Your name will not be connected with your answers. Please be honest with your answers.

Name: _____ Date: _____

School or organization: _____

What is your date of birth? (MM/DD/YY) _____

Are you male or female? _____ Male _____ Female

How do you describe yourself?

- _____ White
- _____ Black or African American
- _____ Hispanic or Latino
- _____ Asian or Pacific Islander
- _____ American Indian or Alaskan Native
- _____ Other

NOTE: This pre-survey and post-survey are available as PDF files on the Health Champions flash drive. The PDFs will produce the highest quality print outs.

Site Code: _____

2

Participant ID: _____

Pre-Program Assessment:

1. What is the main reason you want to participate in the Health Champions program? (Choose One)

A. Learn how to be healthier

B. Increase exercise

C. Eat and learn about healthy foods

D. Learn how to ask for change to increase healthy food and physical activity in your home and school.

E. Other _____

2. What is the main thing you want to learn from the Health Champions program?

NOTE: This pre-survey and post-survey are available as PDF files on the Health Champions flash drive. The PDFs will produce the highest quality print outs.

Site Code: _____

3

Participant ID: _____

Health Champions Program Survey

Questions 1-6: Circle the correct answer.

1. What is the best way to determine if someone is overweight?
 - A. By looking at them
 - B. By their clothes size
 - C. By measuring their weight
 - D. By calculating their Body Mass Index (BMI)

2. When reading a food label, the main ingredient is listed LAST. (Circle One)

True False

3. An overweight or obese person is more likely to develop heart disease, diabetes, certain cancers, high blood pressure, high cholesterol, and other health conditions later in life. (Circle One)

True False

4. How many *minutes* of moderate to vigorous physical activity are recommended each day for teens?
 - A. none
 - B. 30
 - C. 60
 - D. 90
 - E. 120

5. How many *servings* of fruits are recommended by the USDA each day for teens 14-18 years of age? *One serving size is ½ cup of fruit or fruit juice.*

NOTE: This pre-survey and post-survey are available as PDF files on the Health Champions flash drive. The PDFs will produce the highest quality print outs.

Site Code: _____

4

Question 7-8: Please circle the number that best describes how you feel for each item.

Use the following scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

7. Someone I know encourages me to eat fruits and vegetables.

Strongly Disagree 1 2 3 4 Strongly Agree

8. Someone I know encourages me to be physically active.

Strongly Disagree 1 2 3 4 Strongly Agree

Questions 9-18: If you wanted to, how likely are you to do the following? (Circle One)

Use the following scale: 1=Very Unlikely, 2=Unlikely, 3=Likely, 4=Very Likely

9. Cut down on junk food when you're at school or hanging out with friends.

Very Unlikely 1 2 3 4 Very Likely

10. Cut down on junk food when you're at home.

Very Unlikely 1 2 3 4 Very Likely

11. Eat more fruits and vegetables when you're at school or hanging out with friends.

Very Unlikely 1 2 3 4 Very Likely

NOTE: This pre-survey and post-survey are available as PDF files on the Health Champions flash drive. The PDFs will produce the highest quality print outs.

Site Code: _____

5

14. Drink low or non-fat milk instead of whole milk.

Very Unlikely 1 2 3 4 Very Likely

15. Eat baked, broiled, or steamed food instead of fried foods.

Very Unlikely 1 2 3 4 Very Likely

16. Ask your school to make changes in school policy such as making school lunches more nutritious?

Very Unlikely 1 2 3 4 Very Likely

17. Ask your parents to buy healthier foods.

Very Unlikely 1 2 3 4 Very Likely

18. Get at least 1 hour of moderate to vigorous physical activity every day.



Very Unlikely 1
2 3
4 Very Likely

Questions 19-
questions are
you usually

24: The next six
about the foods
eat or drink. Circle

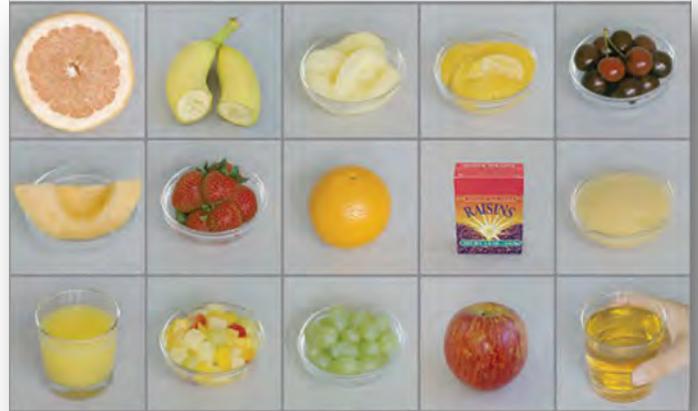
NOTE: This pre-survey and post-survey are available as PDF files on the Health Champions flash drive. The PDFs will produce the highest quality print outs.

Site Code: _____

6

20. How many servings of fruit do you eat each day?
One serving size is ½ cup of fruit.

_____ Servings/Day



21. Do you eat kind of **fruit**

- A. Sometimes
- B. Ten
- C. D.



more than one each day?

- Never B.
- C. Of-
- Always



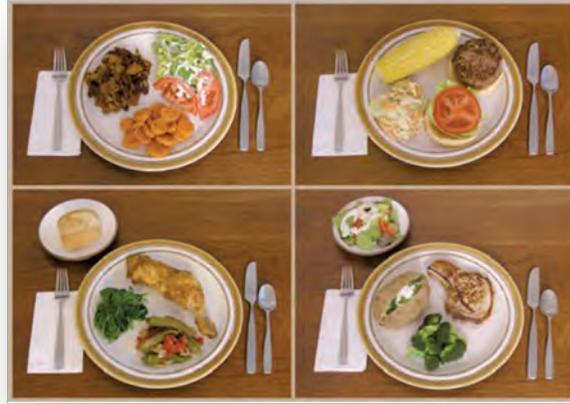
NOTE: This pre-survey and post-survey are available as PDF files on the Health Champions flash drive. The PDFs will produce the highest quality print outs.

Site Code: _____

7

How many servings of vegetables do you eat each day?

One serving size is ½ cup raw or cooked vegetables/ vegetable juice and 1 cup for salad greens.



_____ Servings/Day

Do you eat more vegetables at meal?



two or vegetables at your main

A. Never

B. Sometimes

C. Often

D. Always

NOTE: This pre-survey and post-survey are available as PDF files on the Health Champions flash drive. The PDFs will produce the highest quality print outs.

Site Code: _____

8

How often do you usually do 30 minutes of **moderate** physical activity?

(for example, activities that increase your heart rate or make you breath harder than normal such as mowing the lawn, carrying light loads, bicycling at a regular pace, or playing doubles tennis)

- A. 5 or more times/week B. 3-4 times/week C. 1-2 times/week D. None

Questions 27-29: If I eat fruits and vegetables everyday...

Use the following scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

I will be healthier.

Strongly Disagree 1 2 3 4 Strongly Agree

It may help me from becoming overweight or obese.

Strongly Disagree 1 2 3 4 Strongly Agree

I will have more energy.

Strongly Disagree 1 2 3 4 Strongly Agree

NOTE: This pre-survey and post-survey are available as PDF files on the Health Champions flash drive. The PDFs will produce the highest quality print outs.

Site Code: _____

9

Post-Program Assessment

I liked the Health Champions program

Strongly Disagree 1 2 3 4 Strongly Agree

I would recommend the Health Champions program to a friend.

Strongly Disagree 1 2 3 4 Strongly Agree

Questions 3-6: I am confident...

I can make more healthy choices in my life.

Strongly Disagree 1 2 3 4 Strongly Agree

I can be more physically active.

Strongly Disagree 1 2 3 4 Strongly Agree

I can decrease the amount of soda/sugary drinks or high-fat foods I eat.

Strongly Disagree 1 2 3 4 Strongly Agree

I can advocate for healthy food and physical activity in my community.

Strongly Disagree 1 2 3 4 Strongly Agree

What would you change about the Health Champions program?

Health Champions Session Feedback

Your honest feedback is important to me and to the program. Please share what you thought of today's session by answering the questions below.

Topic: _____

Date: _____

	Okay		Good		Excellent
Overall session:	1	2	3	4	5
Topic/Information:	1	2	3	4	5
Physical Activity:	1	2	3	4	5
Snack/Food:	1	2	3	4	5

What did you like most about today's session?

What did you like least?

What was the most important thing you learned today?

What could have been different to make this session better?

Other comments:

Health Champions

Guest Speaker Feedback

Please give us your feedback on this Speaker & Presentation.

Name of Speaker: _____ Topic: _____

	Okay		Good		Excellent
1. Overall presentation: <i>Comments:</i>	1	2	3	4	5
2. The information was: <i>Comments:</i>	1	2	3	4	5
3. The speaker was: <i>Comments:</i>	1	2	3	4	5

What did you like most about this speaker and/or presentation?

What did you like least?

Would you like this speaker to come back and speak on another topic? Y N

Should this speaker come back next year to talk to the Health Coaches? Y N

Other Comments: _____

Intensive Week Feedback

Rate each question on a scale of 1 to 5. 1=extremely disliked, 5=extremely liked

Day 1: Dierdre Kleske: Obesity, nutrition, and physical activity

Powerpoint presentation	1	2	3	4	5
Fitness circuit	1	2	3	4	5
Skilastic board game	1	2	3	4	5
Overall:	1	2	3	4	5
Comments:					

Day 2: Larissa Johnson: Nutrition labels and grocery store tour

Nutrition label activity	1	2	3	4	5
Grocery store tour	1	2	3	4	5
Overall	1	2	3	4	5
Comments:					

Day 3: Souplantation

Nutritionist presentation	1	2	3	4	5
Nutritionist physical activity	1	2	3	4	5
Build your own foccacias	1	2	3	4	5
Office tour	1	2	3	4	5
Overall	1	2	3	4	5
Comments:					

Day 4: Walk San Diego community mapping

Presentation	1	2	3	4	5
City Heights Walkabout	1	2	3	4	5
Mapping activity	1	2	3	4	5
Overall	1	2	3	4	5
Comments:					

Health Champions Questionnaire

Because of the Health Champions program I am more able to make healthy decisions.

Strongly disagree 1 2 3 4 *Strongly agree*

The Health Champions program has provided a variety of physical activity options.

Strongly disagree 1 2 3 4 *Strongly agree*

I will continue to participate in physical activity after the Health Champions program is complete.

Strongly disagree 1 2 3 4 *Strongly agree*

The Health Champions program has provided useful healthy eating strategies.

Strongly disagree 1 2 3 4 *Strongly agree*

Being a mentor has affected me in a positive way.

Strongly disagree 1 2 3 4 *Strongly agree*

My gain in knowledge has been a positive influence on my lifestyle.

Strongly disagree 1 2 3 4 *Strongly agree*

Being a Health Champion has improved my overall well-being.

Strongly disagree 1 2 3 4 *Strongly agree*

Hands-on activities such as cooking, yoga, and hiking were an important component of Health Champions.

Strongly disagree 1 2 3 4 *Strongly agree*

How likely are you to continue the following activities?

	<i>Very Unlikely</i>				<i>Very Likely</i>
Yoga	1	2	3	4	
Rock climbing	1	2	3	4	
Dance	1	2	3	4	
Hiking	1	2	3	4	
Balboa Park visits	1	2	3	4	
Community Mapping	1	2	3	4	
Cooking with new foods	1	2	3	4	
Visit Souplantation for healthy meals	1	2	3	4	

10. The speakers provided useful and interesting information/activities:

Strongly disagree 1 2 3 4 *Strongly agree*

Lesson 1A Health Champions Group Chat

Beginning of Program

1. Why did you join Health Champions?
2. What do you expect as an outcome from this program?
3. Which program goals are most important to you?
4. What kind of health related field trips would you like to go on during the program? What would be an ideal duration for the program? What are your thoughts on a week intensive compared to weekly trainings? Length of day? Content? Location?
5. What health topic is the most important to you?

End of Program

1. Did the mentoring experience affect you in a positive way? How?
2. What were the most enjoyable field trips? Why?
3. What would you change about the program duration and meeting times?
4. If you were asked to help a family member create a health related goal what steps would you take? How would you ensure the goal was reached? How important is goal making to your success in the Health Coaches program?
5. Describe how you think (INSERT ACTIVITY) contributed to the program. Would you continue practicing it? Why or why not?
6. After the program ends, what kind of barriers are there to stay physically active?
7. In general, were there any challenges to participating in Health Champions?
8. What topic did you find most important?
9. Was there any material that was not covered in the trainings that you would have like more information about?
10. Would you change or add anything to the Health Champions program overall? This can be the addition of an activity or topic, or a change to one that is already included.

Name: _____

Eating Habits Log

Tips for tracking

- ◆ Don't wait until the end of the week! Record every day.
- ◆ Can't write it down right away? **Take a pic** of your food with your cell and record later.
- ◆ Be honest. Didn't meet your goal? It's okay! Think about what you can do different next week.

My Goal: _____

Track your goal every day using the calendar below

In the box on the right, draw a face to show how you did with your goal that week: 😊 = exceeded goal, 😊 = met goal, ☹ = did not meet goal

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	😊 = exceeded 😊 = met goal ☹ = did not meet

Earn a sticker every week when you meet or exceed your goal!

Name: _____

Physical Activity Log

Tips for tracking

- ◆ Don't wait until the end of the week! Record every day.
- ◆ Record as much about the activity as you can. When you look back, you will be able to see how you improved.

My Goal: _____

Track your goal every day using the calendar below

In the box on the right, draw a face to show how you did with your goal that week: 😄 = exceeded goal, 😊 = met goal, ☹ = did not meet goal

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	😊 = exceeded 😊 = met goal ☹ = did not meet

Earn a sticker every week when you meet or exceed your goal!

SMART Goal Setting Worksheet

Please identify the word associated with each letter and provide an example or short explanation:

S	Example:
M	Example:
A	Example:
R	Example:
T	Example:

Use the following questions to guide a short 10 minute discussion:

1. Why are goals important?
2. How will you know that you have attained your goal?
3. Does this goal depend on someone else? If so, will this goal be prevented by the other person? Should the goal be changed so it does not depend on another person?
4. Is this a goal that you would *like* to do?
5. Do you feel this is the health behavior you would like to change the most? If not, what would you like to change?
6. Can you achieve this goal in one week? Two weeks? How long do you think you can keep up your goal? Why or why not?

End discussion by explaining the following:

- The importance of writing down a goal and making it visible
- How often you should track your goal (daily) and that they will only track for one week
- Let them know you will support them by checking in



The Obesity Epidemic and

San Diego Students

What is the problem?

The 2007 San Diego Youth Risk Behavior Survey indicates that among high school students:

Obesity

- 12% were obese. (1)

Unhealthy Dietary Behaviors

- 80% ate fruits and vegetables less than five times per day during the 7 days before the survey.
- 20% drank a can, bottle, or glass of soda or pop (not including diet soda or diet pop) at least one time per day during the 7 days before the survey.

Physical Inactivity

- 54% did not meet recommended levels of physical activity. (2)
- 41% did not attend physical education classes. (3)
- 59% did not attend physical education classes daily. (4)
- 38% watched television 3 or more hours per day on an average school day.
- 27% played video or computer games or used a computer for something that was not school work for 3 or more hours per day on an average school day.

What are the solutions?

Better health education • More physical education and physical activity programs • Healthier school environments

What is the status?

The 2008 San Diego School Health Profiles indicates that among middle schools and high schools:

Health Education

- 0% required students to take two or more health education courses.
- 32% taught 14 key nutrition and dietary behavior topics in a required course.
- 77% taught 12 key physical activity topics in a required course.

Physical Education and Physical Activity

- 63% taught a required physical education course in all grades in the school.
- 57% did not allow students to be exempted from taking a required physical education course for certain reasons. (5)
- 78% offered opportunities for all students to participate in intramural activities or physical activity clubs.

School Environment

- 70% did not sell less nutritious foods and beverages anywhere outside the school food service program.
- 15% always offered fruits or non-fried vegetables in vending machines and school stores, canteens, or snack bars, and during celebrations when foods and beverages are offered.
- 78% prohibited all forms of advertising and promotion of candy, fast food restaurants, or soft drinks in all locations. (6)
- 87% had a copy of their district's wellness policy.
- 58% used the School Health Index or a similar self-assessment tool to assess their policies, activities, and programs in physical activity.
- 37% used the School Health Index or a similar self-assessment tool to assess their policies, activities, and programs in nutrition.

1. Students who were \geq 95th percentile for body mass index, by age and sex, based on reference data.
2. Were not physically active doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time for a total of at least 60 minutes per day on 5 or more days during the 7 days before the survey.
3. On 1 or more days in an average week when they were in school.
4. 5 days in an average week when they were in school.
5. Enrollment in other courses, participation in school sports, participation in other school activities, participation in community sports activities, high physical fitness competency test score, participation in vocational training, and participation in community service activities.
6. In school buildings; on school grounds, including on the outside of the school building, on playing fields, or other areas of the campus; on school buses or other vehicles used to transport students; and in school publications.

Where can I get more information? Visit www.cdc.gov/healthyyouth or call 800 CDC INFO (800 232 4636).



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION





Disease: _____

Name: _____

Age: _____

Occupation: _____

Risk Factors/Bad Health Habits:

Good Health Habits:

• **Suggestions:**

Profiles

Janet is a 50 year old real estate agent who lives with her husband and two dogs. She has a very busy schedule and spends most of her time working. She enjoys grabbing a Venti Mocha at Starbucks during her mile walk commute to her office. Most of the time her first meal consists of grabbing fast food on the way to her next appointment. She will occasionally enjoy a meal at a nice restaurant with a client or with her husband. However, lately she has been driving to work, since she has developed osteoarthritis, which is arthritis of the bones including the knees, hips, and lower back. Her doctor has told her that her pain will lessen a lot if she gets back down to a healthy weight.

Harry is a 72 year old retired pastry chef and lives alone. He still enjoys baking pastries and enjoying them with friends. He loves the ocean and sailing and tries to swim for a mile in the morning when he feels up to it. His smoking sometimes leaves him short of breath. He had a heart attack a couple of years ago which has made him cautious about exercise. His doctor's warn that he may suffer another heart attack soon at his current health state.

Emily is a first grader who loves to be outside. Her favorite day of the week is Friday when she goes to her 9 year old cousin's house to visit. They play basketball out front almost every day. They can't play long though, since Emily has type 1 diabetes and gets tired quickly and usually has to take several water breaks. Fortunately, Emily loves drinking water, especially with lemon in it. Emily's aunt is a great baker and always has fresh cookies around the house. Her aunt tries to keep the cookies away from Emily since they are bad for her diabetes, but sometimes Emily sneaks one or two in anyway.

Joe is a 35 year old elementary school teacher who lives with his wife and three children. He likes his work schedule because he can spend time after school playing with and caring for his kids. They love playing soccer after school and video games together after dinner. Meals usually consists of some steak or chicken with some homegrown vegetables and homemade bread. Last summer, Joe was diagnosed with type 2 diabetes and has been told he needs to lose weight or his diabetes will worsen. He started going to the gym to lift weights, but still eats the same amount of food.

Barbara is a 59 year old author of children's books. She enjoys surfing when she is not writing. Not a fan of cooking, Barbara usually heats up a frozen TV meal or picks up fast food when she is working. She loves to garden and grows many vegetables. Sometimes she will eat them, but most of the time gives them to friends. When she is on the road she usually takes a day off to walk around and explore the city she is staying in. Three weeks ago Barbara suffered a stroke due to her high blood pressure and high cholesterol. She takes medication for both now.

Thomas is a 13 year old who wants to become a professional football player when he is older. He has been part of a football league since he was 8 years old. After school he walks over to the football field before practice. He usually doesn't have time to have a meal so he often grabs chips and a soda at the convenience store on the way. When he gets home, his mom is usually still at work so Thomas usually makes himself some macaroni and cheese with some broccoli thrown in or chicken fingers for dinner. Lately he has found it hard to breathe and finds himself abnormally tired after practice. Thomas thought it was because he is still growing and not sleeping well, however, the team nutritionist and coach pulled him aside last week to tell him they are concerned that his weight is affecting his performance lately.

Courtesy of the SD County Childhood Obesity Initiative
NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Slide 1

Promoting a Healthy Lifestyle for Teens

What Can You Do?

Deirdre Kleske
California Project LEAN
and
San Diego County Childhood Obesity Initiative



Slide 2

DID YOU KNOW?

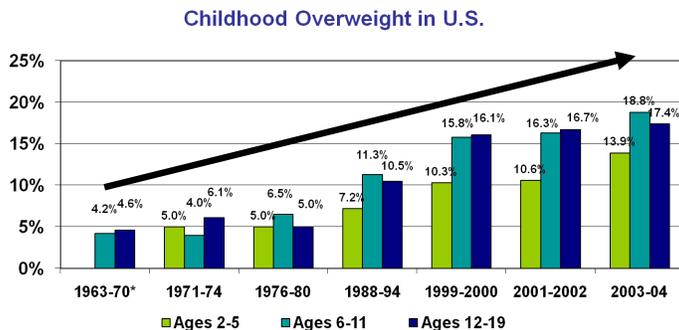
- 1 in 3 Children in U.S. is Overweight or Obese - that's over 23 million children!
- Only 1% of children meet national recommendations for the Food Guide Pyramid (*Pediatrics* 1997;100:323-329)
- 40% of calories come from extra fat and added sugars (National Cancer Institute)

Today, young people are not getting what they need nutritionally. In this study from *Pediatrics* only 1% of children met recommendations for the Food Guide Pyramid. Most of the children who met the recommendations for the Food Guide Pyramid accomplished this by eating too many calories and too much fat. Indeed, added fat and sugar consumption is a contributing factor to children's poor diets.

NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Slide 3

The Epidemic



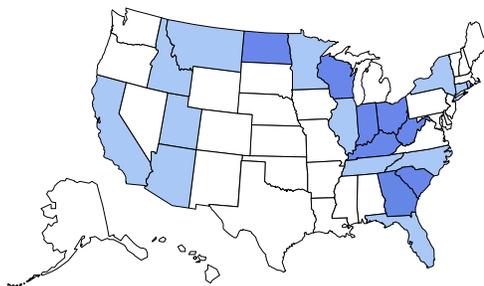
*Data for 1966-70 are for adolescents aged 12-17
Source: National Health and Nutrition Examination Survey (NHANES)

18% of U.S. children & adolescents aged 6 to 19 are overweight
 The rate of childhood overweight has nearly quadrupled in the past four decades
 No sign of stabilization or decline in this alarming growth
 Slide 4

Obesity Trends* Among U.S. Adults

BRFSS, 1985

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



No Data
 <10%
 10-14%

Source: Centers for Disease Control and Prevention, Behavioral Risk Factor Surveillance System

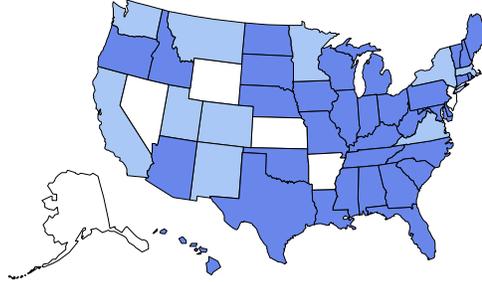
NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Slide 5

Obesity Trends* Among U.S. Adults

BRFSS, 1990

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



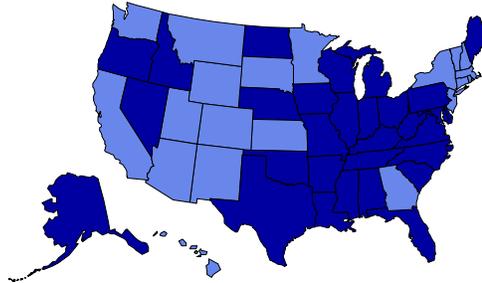
Source: Centers for Disease Control and Prevention, Behavioral Risk Factor Surveillance System

Slide 6

Obesity Trends* Among U.S. Adults

BRFSS, 1996

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



Source: Centers for Disease Control and Prevention, Behavioral Risk Factor Surveillance System

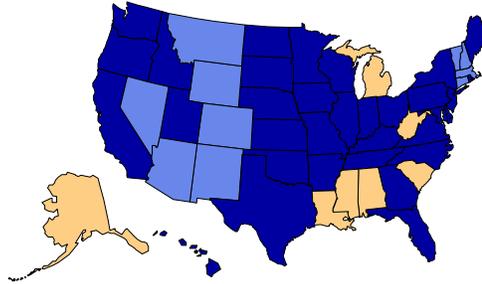
Courtesy of the SD County Childhood Obesity Initiative
NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Slide 7

Obesity Trends* Among U.S. Adults

BRFSS, 1998

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



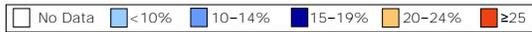
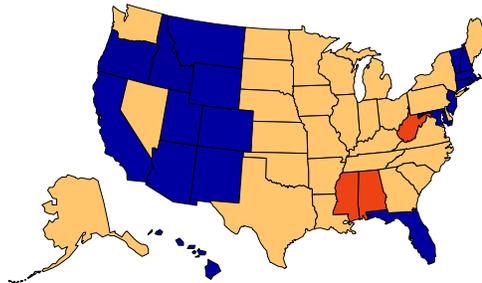
Source: Centers for Disease Control and Prevention, Behavioral Risk Factor Surveillance System

Slide 8

Obesity Trends* Among U.S. Adults

BRFSS, 2002

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



Source: Centers for Disease Control and Prevention, Behavioral Risk Factor Surveillance System

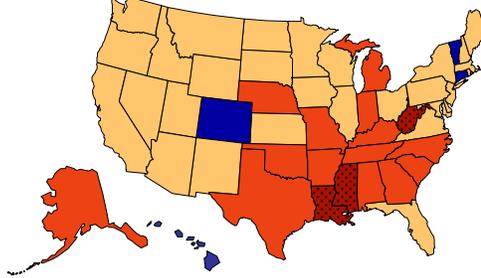
NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Slide 9

Obesity Trends* Among U.S. Adults

BRFSS, 2005

(*BMI ≥30, or ~ 30 lbs overweight for 5' 4" person)



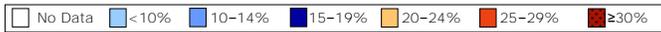
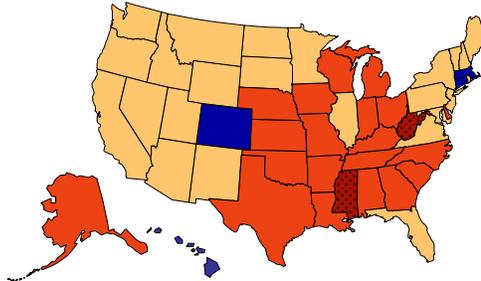
Source: Centers for Disease Control and Prevention, Behavioral Risk Factor Surveillance System

Slide 10

Obesity Trends* Among U.S. Adults

BRFSS, 2006

(*BMI ≥30, or ~ 30 lbs. overweight for 5' 4" person)



Source: Centers for Disease Control and Prevention, Behavioral Risk Factor Surveillance System

We have never had an epidemic like this that we have been able to track so thoroughly and see. As I told you, this is conservative. About 60 million adults, or 30 percent of the adult population, are now obese, which represents a doubling of the rate since 1980.

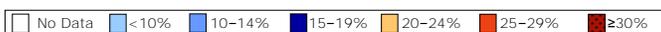
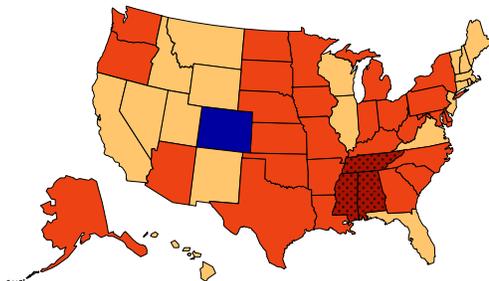
Courtesy of the SD County Childhood Obesity Initiative
NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Slide 11

Obesity Trends* Among U.S. Adults

BRFSS, 2007

(*BMI ≥30, or ~ 30 lbs. overweight for 5' 4" person)

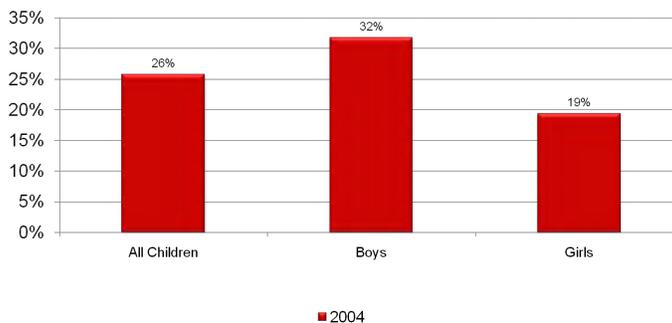


Source: Centers for Disease Control and Prevention, Behavioral Risk Factor Surveillance System

We have never had an epidemic like this that we have been able to track so thoroughly and see. As I told you, this is conservative.
 About 60 million adults, or 30 percent of the adult population, are now obese, which represents a doubling of the rate since 1980.
 Slide 12

The Epidemic

Percentage of Overweight San Diego County Children in Grades 5, 7 & 9



Source: California Center for Public Health Advocacy

Rates are higher in San Diego than the national average
 Higher rates for children of low SES:
 The further families have to stretch their food dollar, the more likely they are to purchase foods that are more affordable, but less nutritious
 Less access to healthful foods
 Less access to PA opportunities

Slide 13

The Implications

- Overweight children are more likely to be obese adults—70% of overweight adolescents will be obese as young adults
- One in three children overall & one in two Hispanic children born in 2000 will develop diabetes
- Without change, this will be the first generation with a shorter life expectancy than its parents
- Overweight, obesity & physical inactivity cost California \$28 billion in 2005

\$28 billion costs are for adults and include direct medical care and indirect costs such as lost productivity, increased absenteeism & worker's compensation. Does not include medical costs related to childhood obesity.

Slide 14

Why Should You Care?

- **CANCER**
- **DIABETES**
- **OSTEOPOROSIS**
- **TOOTH DECAY**



Stand up. Sit down if you know....

Slide 15

Why Should You Care?

- Less Energy
- Dull and Dry Hair
- Brittle Nails
- Irritability and moodiness
- Poor Concentration
- Not passing 9th grade Fitness Test

Slide 16

Why Should Schools Care?

Healthy, Fit Students

- Have better attendance
- Improved behavior
- Can work to full potential
- Exhibit increased attention and creativity



Slide 17

The Concept

“It is unreasonable to expect people to change their behavior easily when so many forces in the social, cultural and physical environments conspire against such change.”

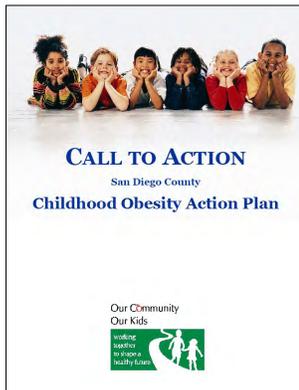
Institute of Medicine



The public health focus now is on environmental and policy changes that help individuals make healthy choices in their daily lives. Our goal is to make healthy choices easier and more natural.

Slide 18

Call to Action



Published in January 2006



Slide 19



Call to Action

Recommended strategies in 7 domain areas:

1. County and city governments
2. Healthcare systems and providers
3. Schools and before- and after-school providers
4. Childcare and preschool providers
5. Community-based, faith-based and youth organizations
6. Media outlets and marketing industry
7. Businesses

The committee identified 7 domains that have the most influence on developing environments that support healthy choices and behavior change for individuals.

The Plan "calls" to action representatives from these 7 domains to implement key strategies identified during the planning process.

Plan released in January of 2006.

Steering committee decided to focus efforts on implementation...led to development of the Childhood Obesity Initiative

Slide 20



Food Environments



Here are some examples of why it is so difficult for some families to make healthy choices.

We encourage children to eat 5 or more fruits & vegetables per day, but it is much more difficult for families to make that happen if:

The foods children are served in schools and/or childcare settings are not nutritious

Families live in neighborhoods with little or no access to affordable fresh fruits and vegetables

Fast food is so readily available/affordable and fast food restaurants outnumber grocery stores

Slide 21

Physical Activity Environments



We tell families to minimize screen time (TV and computers) and to get their kids outdoors to exercise, but many people (especially low SES) live in neighborhoods where:
The infrastructure (parks, playgrounds, bike paths, sidewalks) doesn't support these activities.
Safe routes to school are not available
It may not be safe for children to play outdoors

Slide 22

Marketing to Young Children



The food industry has become expert at marketing foods to children
Over \$1 million per hour every day is spent on advertising foods and beverages to children
Over 80% of these foods are unhealthy
Consumption of milk has decreased 39% from 1977 to 2001, children aged 6-11
Consumption of soda rose 137% (same time period); fruit juice rose 54%; fruit drink rose 69% (CDC)

NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Slide 23

Marketing to Young Children



Food advertising starts at a very early age. Counting books, designed for preschoolers, encourage kids to subtract numbers by eating the foods. Web-based advertising is sometimes focused on toddlers

Slide 24

Survey

How many of you eat at least 5 servings of fruits & vegetables each day?

How many of you get 60 minutes of *vigorous* activity throughout the day on most days of the week?

How many in this class eat at least 5 servings of fruits & vegetables each day? (Ask those who raise their hands to tell their favorite fruits & vegetables)

How many in this class think they get 60 minutes of vigorous activity throughout the day? (Ask those who raise their hands to describe what activities they participate in)

Slide 25

Schools Can Make a Difference!

Three Key Factors in Environment:

- Physical Activity
- Nutrition
- Marketing/Messages

Advertisers spend huge amounts of money marketing their products to people in your age group. Some of the marketing is obvious and some is very subtle.

Slide 26

Changing the Environment

- The federal government required all school districts in the United States to create a Local School Wellness Policy by September 2006.
- The State of California set new standards for foods and beverages sold on school campuses (called SB 12 & 965).

Slide 27

New Legislation – SB 12

- Regulates what meals and snacks can and cannot be sold on California K-12 campuses
- Allowed *snacks* (middle & high school):
 - Not more than **250** calories
 - Not more than **35%** of total calories from **fat**
 - Not more than **10%** of total calories from **saturated fat**
 - Not more than **35%** of total **weight from sugar** (natural and added)

Slide 28

New Legislation – SB 965

- Regulates what beverages can and cannot be sold on California K-12 campuses
- Allowed beverages (middle & high school):
 - Water with no added sweetener
 - Milk (2%, 1%, nonfat, soy, rice and other similar nondairy milk)
 - Fruit & vegetable-based drinks that are at least 50% fruit or vegetable juice with no added sweetener
 - Electrolyte replacement beverages with no more than 42g sweetener per 20 ounces (Powerade)

The Governor of California signed this landmark legislation in September 2005. Full implementation must be in place by 2009, but by 2007 50% of all beverages sold on high school campuses must comply with these regulations. This legislation is the result of more than five years of policy work by groups concerned that our schools have become “junk food and soda superstores.”

Slide 29

What's out?

- These foods do NOT meet the new food standards:
 - Deep fried vegetables (such as french fries, onion rings)
 - Most candy and candy bars
 - Regular corn chips, tortilla chips, Cheetos®, potato chips
 - Regular pastries, donuts, sweet roles, cinnamon buns
 - Soda

Slide 30

What's In?

- Baked chips, whole wheat versions of crackers
- Fruit & vegetable juices and smoothies
- Fresh fruit (fruit salad)
- Dried fruit and fruit chips
- String cheese, whole wheat crackers & cheese
- Lowfat/nonfat yogurt
- Sunflower seeds
- *Get creative: have a tasting event and survey students!*

Slide 31

Why is Soda Out? *It's Liquid Candy!*

- Average soda consumption in males between 13 and 18 years old is 3 cans a day.
- 10% of teen boys drink 7+ cans a day!
- Teens drink twice as much soda as milk
- Many teens (especially girls) don't get enough calcium to build strong bones. NOW is the time to build those bones!

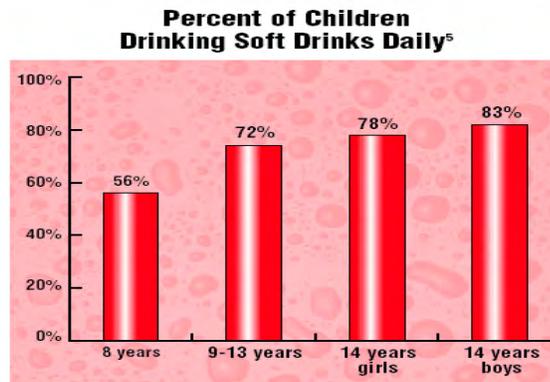
(Source: Center for Science in the Public Interest)

When you consider that each 12 ounce soda contains 160 calories and the average teen male drinks 3 cans that adds up to an extra 480 extra calories a day. It would take 2 ¼ hours of moderate walking to burn off the calories from 3 cans of soda.

A review of the literature done by Lorrene Ritchie shows that there is clearly a positive association between sweetened drink consumption and risk of overweight. We also need to realize that many "juices" are equally filled with sugar and calories and are considered "sweetened drinks."

Lorrene Ritchie report: http://www.cnr.berkeley.edu/cwh/PDFs/Full_COPI_secure.pdf

Slide 32



Source: North Carolina
School Nutrition
Action Committee

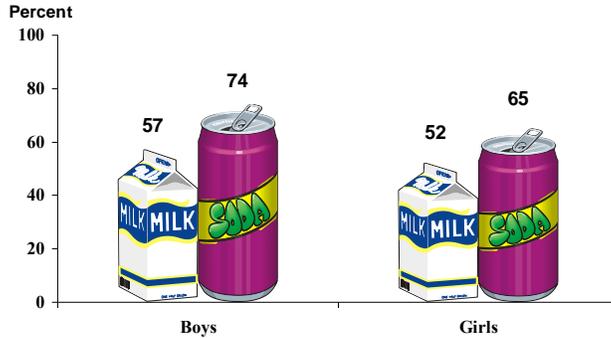
Soda consumption trends have steadily risen over the years and the trend in children has skyrocketed. We need to recognize that our food industry has done a wonderful job of marketing to children and recognize that excess soda consumption is not in their best interest. Research has shown that soda is a large contributor to added sugar consumption in this country. The 20 ounce sodas sold in the vending machines each contain 1/3 cup of sugar (demonstrate this by measuring 1/3 cup sugar into a clear glass).

Courtesy of the SD County Childhood Obesity Initiative

NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Slide 33

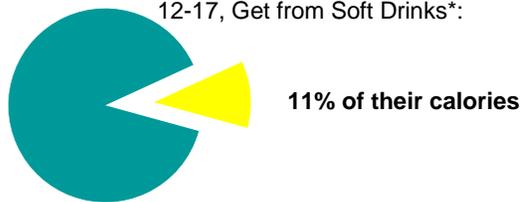
Percentage of Adolescents, Ages 12-19, Who Consumed Milk and Carbonated Soft Drinks On a Given Day in 1994, by Gender



Source: Borrud L, et al. CNI Newsletter, April 18, 1997 (analysis of USDA CSFII data).

Slide 34

On Average, Adolescents Aged 12-17, Get from Soft Drinks*:



*Soft drinks = carbonated beverages, fruit-flavored and part juice drinks, and sports drinks
Source: USDA, Continuing Survey of Food Intake by Individuals, 1994-96

Slide 35

Soda *Example*



For a healthy 120 lb. person who eats a healthy diet and exercises regularly:

- **Drinking one 20 oz soda everyday can contribute enough extra calories to equal 27 lbs a year.**
- **It would take 2 hours of moderate walking to burn off one 20 oz soda.**

Slide 36

Get More



- **Fruits and Vegetables**
- **Whole Grains**
- **Fiber** - *your age + 5 tells you how many grams you need per day*
- **Vitamins** (like Vitamin C) & **Minerals** (like Calcium)
- **Water**
- **Physical Activity – 60+ minutes a day**

What are some ways that you can do this with your busy lifestyle?

Ask for healthier options at school-vending machines (vista), pack a piece of fruit in your backpack, The whole grains are and vegetables are easily digested and help reduce the risk of nausea and cramps when you are physically active.

Slide 37

Choose Less

- Soda & other sugary drinks - *this includes sports drinks!*
- Candy
- High Fat Foods – *watch those coffee drinks!*
- Salty Snacks
- Fast Food - *especially Super-Sized!*
- Sedentary Activities - *TV, video games*

How? Deli sandwiches. Hold the mayo! Salad dressings. Smaller bags of flammin hot cheetos. Skin the Chicken, Try to stay away from the meal deals-they are not really deals at all! The simple sugars cause a dramatic decrease in blood sugars which makes you feel tired and weak.

Slide 38

Energy Balance

Simple equation:

Calories in > energy burned = weight gain

Calories in < energy burned = weight loss

It's all about



balance!

Slide 39

Other Good Habits

- Eat BREAKFAST!
- Eat MORE frequently (bring snacks)
- Eat SMALLER Portions
- Bring WATER wherever you go
- Find Small Ways to Increase ACTIVITY
- Eat a  of foods

The below food label can be found at:

<http://www.health.gov/DietaryGuidelines/dga2005/toolkit/Worksheets/foodlabel.htm>

Nutrition Facts		
Serving Size 1 cup (228g)		Start here
Servings Per Container 2		
Amount Per Serving		Check calories
Calories 250	Calories from Fat 110	
	% Daily Value*	Quick guide to % DV
Total Fat 12g	18%	5% or less is low 20% or more is high
Saturated Fat 3g	15%	
Trans Fat 3g		
Cholesterol 30mg	10%	Limit these
Sodium 470mg	20%	
Potassium 700mg	20%	Get enough of these
Total Carbohydrate 31g	10%	
Dietary Fiber 0g	0%	
Sugars 5g		
Protein 5g		
Vitamin A	4%	
Vitamin C	2%	
Calcium	20%	
Iron	4%	Footnote
* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.		
	Calories:	2,000 2,500
Total Fat	Less than	65g 80g
Sat Fat	Less than	20g 25g
Cholesterol	Less than	300mg 300mg
Sodium	Less than	2,400mg 2,400mg
Total Carbohydrate		300g 375g
Dietary Fiber		25g 30g

Stoplight Foods

There are 3 types of foods, just like there are 3 traffic lights. Foods can fall into one of the 3 different categories and be a red, yellow, or green light food.



Red = Stop!

Only eat on special occasions

Yellow = Slow down

Okay to eat a few times a week

Green = Go!

Eat everyday

Try it at home!

Use red, yellow, and green stickers to label foods in your home. Post this on your refrigerator and tell your family what the colors mean.

Restaurant: _____

Breakfast



Quantity

Item

Quantity	Item
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total calories:
Total fat:
Total fiber:
Total protein:



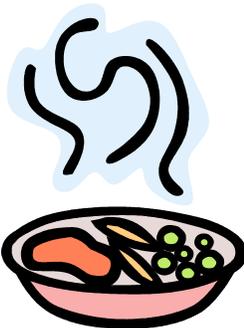
Quantity

Item

Quantity	Item
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total calories:
Total fat:
Total fiber:
Total protein:

DINNER



Quantity

Item

Quantity	Item
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total calories:
Total fat:
Total fiber:
Total protein:

Fast Food Meals For Under 500 Calories

Making poor choices at fast food restaurants can lead people to eat thousands of calories in one setting, yet the average child (age 6-12) only needs 400-550 calories per meal! This list provides meals from some popular restaurants that will keep your child from consuming too many calories when dining on the run.

***REMEMBER**, this list should only be used *occasionally*. Fast food *should not* be a staple of *anyone's* diet!



BK Veggie Burger w/out mayo or cheese
Side Salad w/ FF Ranch
415 calories, 8 g fat

Whopper Jr. w/out mayo
Apple Sauce
380 calories, 12 g fat



Charbroiled BBQ Chicken Sandwich
Side Salad w/ LF Balsamic Dressing
445 calories, 8.5 g fat

Charbroiled Chicken Salad w/ LF Balsamic
295 calories, 8.5 g fat



Flame Grilled Chicken Breast, Skinless
Chicken Tortilla Soup
390 calories, 12.5 g fat

Skinless Breast Meal w/ veggies, salad, and salsa
270 calories, 10 g fat



Roasted BLT Salad with Fat Free Ranch
Side of Corn on the Cob
315 calories, 7.5 g fat

Honey BBQ Snacker Sandwich
Side of Rice
360 calories, 4 g fat

Oven Roasted Chicken Breast without skin
Side of Mashed Potatoes with gravy
Side of Green Beans
330 calories, 7.5 g fat



Asian Grilled Chicken Salad w/ LF Balsamic
Fruit Cup
290 calories, 3.5 g fat

Chicken Fajita Pita
Fruit Cup
370 calories, 9 g fat

Kids Hamburger
Applesauce
410 calories, 14 g fat



English Muffin with jelly
Fruit and Yogurt Parfait
355 calories, 5 g fat

Hamburger
Apple Slices
Vanilla Ice Cream Cone
435 calories, 12.5 g fat

Grilled Snack Wrap with BBQ
Snack Size Fruit and Walnut Salad
470 calories, 16 g fat



Fresco Style Chicken Ranchero Taco
Fresco Style Pintos
290 calories, 6 g fat

Fresco Style Bean Burrito
Fresco Style Mexican Rice
460 calories, 10 g fat

Comida rápida por menos de 500 calorías

Tomar decisiones pobres en los restaurantes de los alimentos de preparación rápida puede llevar a la gente a comer miles de calorías en una sola comida, ¡por lo regular un niño (edad 6-12) solamente necesita 400-550 calorías por comida! Esta lista contiene comidas de algunos restaurantes populares que ayudaran a su niño a no consumir demasiadas calorías cuando salga a comer a la carrera. **RECUERDE**, esta lista se debe utilizar solamente de vez en cuando. ¡La comida rápida no debe ser una base de dieta para cualquier persona!



BK Hamburguesa vegetariana sin mayonesa ni queso / Ensalada con Ranch sin grasas
415 calorías, 8 g grasa

Whopper Jr. sin mayonesa
Puré de manzana
380 calorías, 12 g grasa



Sándwich de pollo BBQ / Ensalada con Balsámico bajo en grasa
445 calorías, 8.5 g grasa

Ensalada de pollo Asado con Balsámico bajo en grasa
295 calorías, 8.5 g grasa



Pechuga de pollo, sin piel
Sopa de tortilla y pollo
390 calorías, 12.5 g grasa

Pechuga de pollo sin piel con vegetales, Ensalada, y salsa
270 calorías, 10 g grasa



Ensalada BLT con aderezo Ranch sin grasa
Mazorca de maíz
315 calorías, 7.5 g grasa

Sándwich de Miel y BBQ Snacker, Arroz
360 calorías, 4 g grasa

Pechuga de pollo sin piel rostizada al horno / Puré de papas con salsa
Ejote
330 calorías, 7.5 g grasa



Ensalada de pollo asiática con aderezo Balsámico de bajo contenido graso
Taza con frutas
290 calorías, 3.5 g grasa

Fajita Pita de pollo
Taza con frutas
370 calorías, 9 g grasa

Hamburguesa para niños
Puré de manzana
410 calorías, 14 g grasa



English Muffin con jalea
Mantecado de Fruta y Yogurt
355 calorías, 5 g grasa

Hamburguesa
Rebanadas de Manzana
Cono de helado de vainilla
435 calorías, 12.5 g grasa

Snack Wrap con BBQ
Ensalada de Fruta y Nuez (peq.)
470 calorías, 16 g grasa



Taco de pollo estilo Fresco Ranchero
Frijoles Pintos estilo Fresco
290 calorías, 6 g grasa

Burrito de Frijoles estilo Fresco
Arroz mexicano estilo Fresco
460 calorías, 10 g grasa

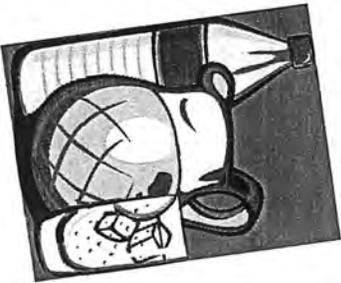
Resist your drinks!

- Soda is the #1 source of sugar in the American diet.
- 30% of all calories consumed daily are from sweetened beverages.
- Americans spend \$56 billion annually on purchasing sugary soft drinks.
- U.S. teens consume twice as much soda as milk.
- Drinking just one 20-ounce bottle of soda each day for a year can result in gaining 25 extra pounds.

Take a look at how much sugar is in these popular beverages and consider drinking healthier alternatives:

Calories	20 oz.	16 oz.	16 oz.	13.5 oz.	11.25 oz.	11 oz.	20 oz.	0
								
	Soda	Orange Drink	Sweened Tea Drink	Tamarindo	Big Pouch	Grass Jelly Drink	Sports Drink	Water
240	260	220	186	152	143	140	0	0
17	15	13	12	9.5	8.6	9	0	0
Teaspoon of Sugar								

<http://www.sodafreeummer.org>



Water is the best!

Add a slice of orange, lemon, lime or cucumber to your water for zero calories and lots of flavor.



Analiza lo que Tomas

- La mayoría del azúcar que se consume en este país viene de la soda.
- Piensa antes de tomar, revisa cuanto de azúcar hay en estas bebidas populares y haz el esfuerzo de tomar

bebidas más saludables.

- Los refrescos azucarados proporcionan el 30% de todas las calorías consumidas diariamente.
- Las personas que viven en este país se gastan anualmente \$56 mil millones en compras de refrescos azucarados.
- Los adolescentes que viven en este país consumen dos veces más soda que leche.
- Con solo tomar una botella de 20 onzas de soda al día aumentaríamos 25 libras en un año.

	Soda	Refrescos de Naranja	Bebidas de Té Endulzado	Jugos de Tamarindo	Balsas en Botsas	Grass Jelly Drink	Bebidas Deportivas	Agua
Calorías	240	260	220	186	152	143	140	0
Guchanadras de Azucar	17	15	13	12	9.5	8.6	9	0

<http://www.sodafreesummer.org>

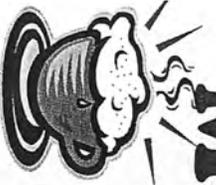


¡Lo Mejor es Tomar Agua!

Para darle más sabor con cero calorías ponle al agua una rebanada de naranja, limón, lima o pepino.



MOCHA?



CIDER? CHOCOLATE? LATTE?



CARAMEL?



CHAI TEA?

CALORIES!

PEPPERMINT?

EGGNOG?



PROTECT YOUR SMILE...

- Brush with fluoride toothpaste
- Rinse with water
- Chew sugarless gum
- Use dental floss
- See your dentist regularly

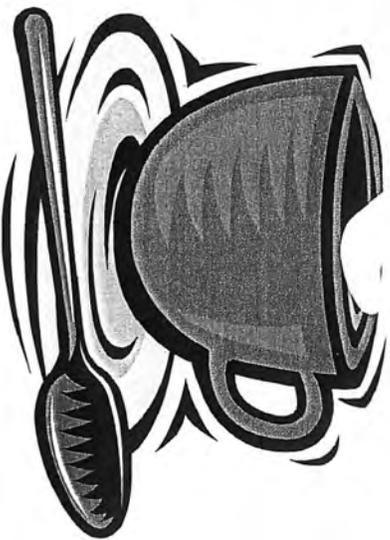


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OF SAN DIEGO

www.sharethecaredental.org

6/06

WHAT'S IN YOUR CUP



THE HIDDEN STORY

Even if you don't order a **DOUBLE**, you're getting one. Many coffee drinks are **DOUBLE TROUBLE** with high sugar and fat. Some have as many Calories as a typical meal! The amount of sugar and fat in beverages can contribute to the development of obesity and dental disease.



- HEALTH RISKS INCLUDE:**
- **CAVITIES**
 - **WEIGHT GAIN**
 - **HEART DISEASE**
 - **DIABETES**



TYPICAL 16 oz. DRINKS

CAPPUCCINO with whole milk
180 Calories, 9g fat, 4 tsp. sugar

BLENDED CHAI LATTE
210 Calories, 8g fat, 7 tsp. sugar

BLENDED COFFEE DRINK
240 Calories, 3g fat, 13 tsp. sugar

MOCHA with whole milk
420 Calories, 24g fat, 8 tsp. sugar

HOT COCOA with whole milk
440 Calories, 26g fat, 11 tsp. sugar



ANNUAL "COSTS"

FOUR DRINKS PER WEEK PER YEAR =

CAPPUCCINO
37,440 Calories, 4 lbs. fat, 7 lbs. sugar

CHAI LATTE
43,680 Calories, 4 lbs. fat, 13 lbs. sugar

BLENDED COFFEE DRINK
49,920 Calories, 1 lb. fat, 24 lbs. sugar

MOCHA
87,360 Calories, 11 lbs. fat, 15 lbs. sugar

HOT COCOA
91,520 Calories, 12 lbs. fat, 20 lbs. sugar



ALTERNATIVES THAT MAKE A DIFFERENCE

COFFEE
10 Calories, 0g fat, 0 tsp. sugar

ESPRESSO
10 Calories, 0g fat, 0 tsp. sugar

SUGAR-FREE VANILLA LATTE WITH NON-FAT MILK: 160 Calories, 1g fat, 5 tsp. sugar

CALORIE-SAVING TIPS:

- Try sugar-free vanilla syrup in your latte... it's Calorie-free!
- Ask for non-fat milk
- Sweeten your coffee with a sugar substitute
- Hold the whipped cream
- Try soy milk...lower in Calories, lower in sugar!

IDEAS TO BURN CALORIES*

*based on a 150 lb. person, 30 minute increments, at a moderate pace

- Vacuuming, dusting: 89 Calories
- Walking: 161 Calories
- Riding your bicycle: 214 Calories
- Gardening/lawn mowing: 179 Calories

OTHER ACTIVITIES

- Washing your car
- Using the stairs, not the elevator
- Parking farther away and walking



ESTIMATED ANNUAL WEIGHT GAIN:
16-56 pounds!

Name _____

Date _____

Sweet Stuff

L	C	U	N	L	M	C	A	S	X	S	A	A	O	T	P	T	U	W	O	S	N	Y	R	M
E	A	O	T	I	O	A	N	M	N	A	S	L	A	T	P	S	R	R	U	D	T	B	B	U
N	F	N	R	A	L	D	L	S	I	R	V	A	A	L	R	S	P	R	R	R	R	R	L	R
L	R	W	N	N	R	T	G	D	T	A	L	X	N	E	E	E	E	T	E	R	O	T	I	P
C	Y	S	L	T	S	W	S	N	E	O	E	A	A	R	S	E	S	S	X	W	R	N	R	R
A	E	R	V	E	E	W	A	S	E	X	A	C	T	S	E	E	O	O	N	U	V	E	T	N
R	C	S	R	A	T	E	E	U	A	E	T	S	S	R	S	R	G	S	T	E	R	I	A	C
Y	C	G	O	A	H	A	O	E	A	E	Y	R	T	W	T	X	U	U	R	C	A	E	U	A
G	O	R	L	T	G	S	N	W	T	C	Y	A	I	X	R	G	A	T	O	S	U	A	S	R
E	R	R	O	U	L	U	T	S	E	E	P	O	E	N	A	N	S	V	A	O	S	R	H	L
G	T	G	E	O	C	A	S	W	U	P	N	D	T	R	B	U	R	S	N	S	U	R	F	W
S	O	S	U	S	A	O	M	W	G	M	S	E	F	S	G	I	E	S	O	F	A	G	S	L
T	O	R	O	R	O	U	S	R	A	U	C	E	R	A	L	C	M	L	C	W	G	P	N	N
R	R	C	O	L	L	T	S	E	L	R	O	P	R	L	S	G	G	Y	R	E	C	G	R	P
N	E	Y	O	C	E	S	C	D	N	N	A	A	Y	S	O	A	E	O	E	L	R	E	R	W
S	S	E	N	R	R	S	T	A	P	L	N	L	S	U	Y	N	A	R	S	I	S	N	Y	Y
Y	I	L	M	S	N	E	X	S	L	U	L	E	O	A	O	P	I	E	E	U	S	L	U	E
U	N	M	E	S	S	S	U	A	A	A	R	R	O	H	R	R	S	C	R	R	E	E	V	A
W	O	E	O	O	A	O	Y	C	O	R	G	Y	E	L	F	A	C	R	E	T	S	X	Y	E
C	S	R	T	L	O	T	T	R	S	A	W	O	S	S	O	N	E	S	A	A	L	Y	A	M
E	H	C	O	P	A	E	S	A	U	S	A	S	R	T	O	C	S	E	G	G	O	S	A	O
O	A	W	U	E	R	S	T	A	O	P	C	A	O	R	L	R	O	S	T	U	U	G	S	A
L	R	R	E	O	E	L	S	R	T	A	O	R	S	R	R	A	C	N	E	S	R	S	P	U
L	Y	U	R	U	E	E	E	E	C	R	G	R	D	O	U	G	M	U	R	G	A	T	A	U
S	T	E	M	O	E	P	E	E	S	M	A	R	S	U	U	T	U	E	S	W	S	U	X	A

lactose

glucose

fructose

maltose

dextrose

maltsyrup

sucrose

sugar

cornsweetener

honey

cornsyrup

molasses

rawsugar

invertsugar

brownsugar

syrup

maldextrin

galactose

Healthy Eating Worksheet

(Brief answers are in red italics)

List one reason why fruits and vegetables are important to eat.

Keep your body healthy, help fight infections, contain lots of vitamins

List one reason why milk and dairy products (ex, yogurt) are important to eat.

Contain important proteins (building blocks for your body), give healthy bones and teeth, have lots of minerals and calcium

List one benefit of eating less sugar and fat. Is there such a thing as a "good" fat?

Prevent excess calories, keep your heart healthy, keep your teeth healthy

Yes, good fat = avocados, nuts, olive oil

List one reason why lean meat is healthy for you.

Provides protein to body, helps body grow and repair itself

Healthy vs. Unhealthy Meals

Meal	Food	Healthy Alternative/Extra nutrition
Breakfast	Biscuits and gravy	
Lunch	Carne Asada burrito	
Snack	Hot Cheetos	
Dinner	KFC fried chicken and mashed potatoes	
Dessert	Ice Cream sundae	

Use the following questions to guide a short 10 minute discussion:

1. Why are fruits and vegetables important to eat?
2. What are the consequences of eating fat and sugar? Is there good fat?
3. What kind of meat is the healthiest?
4. Go over chart above and ask Heroes to come up with an alternative of their own.
5. Name one unhealthy item you currently eat with a healthy one. Why is it healthier?

End discussion by explaining the following:

- There is a healthy alternative for unhealthy foods
- Discuss as a group what they think is most important (eating more fruits and veggies, eating more milk and dairy, eating less sugar and fat, eating more or less lean meat)

20: Worst fast-food chicken meal

Chicken Selects Premium Breast Strips from McDonald's (5 pieces) with creamy ranch sauce

830 calories

55 grams (g) fat (4.5 g trans fat)

48 g carbohydrates

The only thing "premium" about these strips is the caloric price you pay. Add a large fries and regular soda and this seemingly innocuous chicken meal tops out at 1,710 calories.

Change Your Chicken: 20 McNuggets have the same impact. Instead, choose Mickey D's six-piece offering with BBQ sauce and save yourself 530 calories.

19: Worst drink

Jamba Juice Chocolate Moo'd Power Smoothie (30 fl oz)

900 calories 10 g fat

183 g carbs (166 g sugar)

Jamba Juice calls it a smoothie; we call it a milk shake. In fact, this beverage contains as much sugar as 8 pints of Ben & Jerry's butter pecan ice cream.

Turn Down the Power: Seventy-five percent of this chain's "power smoothies" contain in excess of 100 grams of sugar. Stick to Jamba's lower-calorie All Fruit Smoothies, which are the only menu items that contain no added sugar. And always opt for the 16-ounce "small."

18: Worst supermarket meal

Pepperidge Farm Roasted Chicken Pot Pie (whole pie)

1,020 calories 64 g fat

86 g carbs

The label may say this pie serves two, but who ever divided a small pot pie in half? The sad truth is, once you crack the crust, there will be no stopping -- which makes this 300 calories worse than anything else you'll find in the freezer case.

Pick a Better Pie: Swanson's chicken pot pie has just 400 calories.

17: Worst 'healthy' burger

Ruby Tuesday Bella Turkey Burger

1,145 calories 71 g fat

56 g carbs

We chose this burger for more than its calorie payload: Its name implies that it's healthy.

The Truly Healthy Choice: Skip burgers entirely (few at Ruby Tuesday come in under 1,000 calories). Instead, order a 9-ounce sirloin (just 256 calories) with a side of steamed vegetables.

16: Worst Mexican entree

Chipotle Mexican Grill Chicken Burrito

1,179 calories 47 g fat

125 g carbs

2,656 milligrams (mg) sodium

Despite a reputation for using healthy, fresh ingredients, Chipotle's menu is limited to king-

size burritos, overstuffed tacos, and gigantic salads -- all of which lead to a humongous waistline.

Make Over the Menu: There are two ways to healthify a burrito at Chipotle: (1) Skip the rice and tortilla and request your meat, vegetables, and beans served in a bowl or (2) bring a friend and cut the burrito in half.

15: Worst kids' meal

Macaroni Grill Double Macaroni 'n' Cheese

1,210 calories 62 g fat

3,450 mg sodium

It's like feeding your kid 1 1/2 boxes of Kraft mac 'n' cheese.

Your Best Option: The 390-calorie Grilled Chicken and Broccoli.

14: Worst sandwich

Quiznos Classic Italian (large)

1,528 calories 92 g fat

4,604 mg sodium 110 g carbs

A large homemade sandwich would more likely provide about 500 calories.

Cut the Calories: Isn't it obvious? Order a small -- or save half for later.

13: Worst salad

On the Border Grande Taco Salad with Taco Beef

1,450 calories 102 g fat

78 g carbs 2,410 mg sodium

This isn't an anomaly: Five different On the Border salads on the menu contain more than 1,100 calories each.

The Salad for You: The Sizzling Chicken Fajita Salad supplies an acceptable 760 calories. But remember to choose a noncaloric beverage, such as water or unsweetened iced tea.

12: Worst burger

Carl's Jr. Double Six Dollar Burger

1,520 calories

111 g fat

Carl's Jr. brags that it's home to this enormous sandwich, but the restaurant chain also provides convenient nutrition info on its Web site -- so ignorance is no excuse for eating it.

A Simple Solution: The Low Carb Six Dollar Burger has just 490 calories.

11: Worst steak

Lonestar 20 oz T-bone

1,540 calories

124 g fat

Add a baked potato and Lonestar's Signature Lettuce Wedge, and this is a 2,700-calorie blow-out.

Choose with Your Head: The golden rule of steak restaurants is this: Limit yourself to a 9-ouncer or smaller. After all, that's more than half a pound of meat. You won't walk away hungry.

10: Worst breakfast

Bob Evans Caramel Banana Pecan Cream Stacked and Stuffed Hotcakes

1,540 calories

77 g fat (9 g trans fat)

198 g carbs (109 g sugar)

Five Egg McMuffins yield the same caloric cost as this stack of sugar-stuffed flapjacks, which is truly a heavy breakfast, weighing in at a hefty pound and a half.

Order This Instead: A Bob Evans Western Omelet starts your day with a reasonable 654 calories and 44 grams of muscle-building protein.

9: Worst dessert

Chili's Chocolate Chip Paradise Pie with Vanilla Ice Cream

1,600 calories

78 g fat

215 g carbs

Would you eat a Big Mac for dessert? How about three? That's the calorie equivalent of this decadent dish. Clearly, Chili's customers get their money's worth.

Don't Overdo It: If you want dessert at Chili's, order one single-serving Sweet Shot; you'll cap your after-dinner intake at 310 calories.

8: Worst Chinese entree

P.F. Chang's Pork Lo Mein

1,820 calories

127 g fat

95 g carbs

The fat content in this dish alone provides more than 1,100 calories. And you'd have to eat almost five servings of pasta to match the number of carbohydrates it contains. Now, do you really need five servings of pasta?

Pick Another Noodle: P.F. Chang's Singapore Street Noodles will satisfy your craving with only 570 calories. Or try the Moo Goo Gai Pan or the Ginger Chicken & Broccoli, which have 660 calories each.

7: Worst chicken entree

Chili's Honey Chipotle Crispers with Chipotle Sauce

2,040 calories

99 g fat

240 g carbs

"Crispers" refers to an extra-thick layer of bread crumbs that soaks up oil and adds unnecessary calories and carbs to these glorified chicken strips.

Switch Your Selection: Order the Chicken Fajita Pita: At 450 calories and 43 grams of protein, it's one of the healthiest entrées you'll find in a chain restaurant.

6: Worst fish entree

On the Border Dos XX Fish Tacos with Rice and Beans

2,100 calories

130 g fat

169 g carbs 4,750 mg sodium

Perhaps the most misleadingly named dish in America: A dozen crunchy tacos from Taco Bell will addle you with fewer calories.

Lighten the Load: Ask for grilled fish, choose the corn tortillas instead of flour (they're lower in calories and higher in fiber), and swap out the carbohydrate-loaded rice for grilled vegetables.

5: Worst pizza

Uno Chicago Grill Chicago Classic Deep Dish Pizza

2,310 calories

162 g fat

123 g carbs

4,470 mg sodium

Downing this "personal" pizza is equivalent to eating 18 slices of Domino's Crunchy Thin Crust cheese pizza.

Swap Your Slices: Switch to the Sausage Flatbread Pie and avert deep-dish disaster by nearly 1,500 calories.

4: Worst pasta

Macaroni Grill Spaghetti and Meatballs with Meat Sauce

2,430 calories

128 g fat

207 g carbs

5,290 mg sodium

This meal satisfies your calorie requirements for an entire day.

Downsize the Devastation: Ask for a lunch portion of this dinner dish (or any pasta on the menu, for that matter), and request regular tomato sauce instead of meat sauce. You'll cut the calories in half.

3: Worst nachos

On the Border Stacked Border Nachos

2,740 calories

166 g fat

191 g carbs

5,280 mg sodium

2: Worst starter

Chili's Awesome Blossom

2,710 calories

203 g fat

194 g carbs

6,360 mg sodium

1: The worst food in America

Outback Steakhouse Aussie Cheese Fries with Ranch Dressing

2,900 calories

182 g fat

240 g carbs

Even if you split these "starters" with three friends, you'll have downed a dinner's worth of calories before your entrée arrives.

Super Substitutions Front-load your meal with a protein-based dish that's not deep-fried. A high protein starter helps diminish hunger without putting you into calorie overload. And remember: Appetizers are meant to be shared.

At On the Border: Chicken Soft Tacos (250 calories each). This entrée is as close as you'll come to a healthy starter.

At Chili's: Garlic & Lime Grilled Shrimp. Look for this item in the "sides."

At Outback: Seared Ahi or Shrimp on the Barbie.

5 Reasons to Pack Your Lunch

From www.kidshealth.org



Most schools are trying hard to upgrade their lunch programs and offer the best food they can. But not every school cafeteria provides appealing, healthy lunch choices. Educate yourself when it comes to what your cafeteria has to offer. Even if your school provides healthy options, it can be too easy to give in to temptation and pick a less healthy choice when you're feeling really hungry. How do you take control? Take a packed lunch to school!

Here are the top 5 reasons to pack your lunch — and snacks — at least twice a week:

1. Control. Do you ever wait in the lunch line only to find when you get to the front that you don't like what they're serving? So you reach for pizza again. A healthy packed lunch lets you avoid the lunch line (and any temptations). Bringing your own lunch also lets you control exactly what goes into the food you eat.

2. Variety. It doesn't hurt to cave in and enjoy the occasional serving of pizza and hot dogs. But if you're eating these foods all the time, your body probably feels ready for a change. A packed lunch a couple of times a week means you can enjoy some favorites that you might not find at every school — like a piping hot thermos of your mom's chicken soup; hummus and pita bread; or some crisp, farm-stand apples.

3. Energy. If you have a big game or activity after school, plan a lunch and snacks that combine lean proteins with carbohydrates to give you lasting energy and keep you going through the late afternoon. Some ideas: your own "trail" mix of dried fruit and nuts, whole-grain pretzels and low-fat cheese, or a bagful of baby carrots and yogurt dip.

4. Cold hard cash. Pack healthy snacks so you don't feel tempted to step off campus for a fast-food lunch, or hit the vending machine or corner store for chocolate and a soda! Put the money you save on such snacks aside.

5. That warm and fuzzy feeling. Remember when your mom or dad used to pack your lunch? Pack yourself a retro lunch featuring healthy versions of your old faves — such as PB&J on whole-wheat bread.

Whether you pack or eat in the cafeteria, what's important is that you make healthy choices. If you're concerned that your cafeteria doesn't offer enough healthy choices, get involved in trying to make changes.

Planning Healthy Lunches

Example 1:

Mixed greens salad with:
Tomatoes
Cucumbers
Grilled chicken
Avocado
Olive oil & vinegar dressing
1 apple (whole or sliced on salad)
Water

Example 2:

Sandwich on double fiber bread with:
Lean turkey meat
Provolone cheese
Lettuce
Tomato
Low-fat mayonnaise
Grapes
Carrots with all-natural peanut butter
Water

Lunch 1:

Lunch 2:

Lunch 3:





Store Tour Overview

Grocery store fruit and vegetables tours are an excellent way to educate consumers about nutrition and its link to good health. A successful tour should increase fruit and vegetable purchases and consumption.

A tour should convey the following:

- How to select and store a variety of fresh fruits and vegetables
- The health benefits of fruits and vegetables
- How to prepare and serve of fruits and vegetables
- Ideas on how to include more fruits and vegetables into a family's meal plan
- Ideas on how to involve family members in preparing and eating more fruits and vegetables
- How to select frozen, canned, and juiced varieties
- A taste test of various produce items seen on the tour

NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Materials List

A fruit and vegetable store tour is an opportunity to provide participants with hands-on experience that will empower them to choose more fruits and vegetables every time they shop. To create that experience, it is important that you prepare fruit and vegetable store tour activities and materials.

Things you may need along the way:

- Shopping cart for storing coats, tour supplies, and garbage bag inside
- Laminated Sheets, Traffic Light, Food Pyramid, Cup Poster
- Slide Guides
- Produce Quick Tips
- Goodie bags

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Activity Chart

Activity	Adult Groups	School Groups	Comments
How Much Do I Need?	X	X	Modify as needed to make it age appropriate
Reading a Nutrition Label	X	X	Modify as needed to make it age appropriate
Touring the Produce Department/Super Market Sleuth	X	X	Modify as needed to make it age appropriate
How Do You Cook That?	X	X	Modify as needed to make it age appropriate
Help Mom Shop		X	Recommended for Elementary age
Frozen, Canned, and Juiced	X	X	Recommended for adult/older groups , modify as needed to make it age appropriate
More For Your Dollar	X		Recommended for adult/older groups
Taste Test	X	X	May want to ask for permission slips regarding allergies

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 - A. **ACTIVITY**—Taste Test

5

Introductions

Start the Tour with Introductions:

"Hello, my name is _____, I work with the Network for a Healthy California. Today we will be taking a tour of the grocery store and learning about fruits & vegetables."

Setting the Tone of the Tour:

- Use the car analogy to teach the importance of fruits and vegetables.
- ⇒ "When we plan to take a long drive somewhere what is the first thing we do? Fill up for gas, right? Well, our bodies are like cars and the best thing to do is fill them up with foods that make us work more effectively. There are three types of foods just like there are three traffic lights we must obey at all times.
- Green = GO, Yellow = SLOW, Red = WHOA!
- ⇒ There is no such thing as a BAD food, all foods should be eaten in moderation."
- ⇒ Today we will focus on mostly fruits and vegetables but we want you to be able to differentiate between green, yellow, and red foods because the more GREEN foods you eat, the faster your body can go and the better you feel!"

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NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Starting Your Day

Cereal Aisle

ICE BREAKER
 Have all people on the tour say their name and a physical activity that starts with their name. A great way to start the day is to start moving, getting blood flowing and going to the muscles.

BREAKFAST—The first meal of the Day!
 Breakfast is the fuel that gets you going so you can hit the road.

- ⇒ Any breakfast is better than no breakfast, but try not to have doughnuts or pastries all the time. They're high in calories, sugar, and fat. They also don't contain the nutrients your body really needs. And if you have a doughnut for breakfast, you won't feel full for long.
- ⇒ Do not skip breakfast even if you sleep too late or think it's a way to stay thin. Skipping breakfast doesn't help people maintain a healthy weight. In fact, someone who skips breakfast tends to eat more calories throughout the day. If you find yourself skipping breakfast because you're too rushed, try to grab a piece of fruit for the best result in a quick pinch.
- ⇒ Also, people who eat breakfast do better in school, are more likely to participate in physical activities, and tend to eat healthier overall.

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Starting Your Day

Activity: Reading a Nutrition Label

Explain that Nutrition Facts labels are one good way to know more about the foods you eat. You should be able to get nutrition information about fresh produce posted in the produce department of a grocery store or by asking a produce person. You can also obtain the information from the side of the product.

1. This activity will help them read and understand nutrition information on Nutrition Facts labels.
2. Go through the different parts:
 - Calories
 - Fat
 - Sugar
 - Fiber
 - Vitamins/Minerals

How many servings are you eating?

20 instructions on the label to be sure serving. Sometimes the serving size changes to match the size of the container you are eating.

Labels give you a measure of how much energy you get from food. The amount of calories you need depends on your size and how active you are. So read the label for the amount of calories you need.

Labels tell you how much of certain nutrients are in the food you are eating.

Labels give you a measure of how much of certain nutrients are in the food you are eating.

Nutrition Facts	
Serving Size 1 cup (240g)	
Amount Per Serving	
Calories 210	Calories from Fat 120
% Daily Value*	
Total Fat 12g	24%
Saturated Fat 6g	12%
Total Carbohydrate 40g	80%
Fiber 10g	20%
Sugar 10g	20%
Protein 10g	20%

*Percent Daily Values are based on a diet of other people's secrets.

How do you know if a food is HIGH or LOW in a certain nutrient?

LOW is when a nutrient is considered low. Fat, Sugar, and Sodium.

HIGH is when a nutrient is considered high. Fiber, Vitamin, and Calcium.

Labels tell you if there is a lot or a little of a nutrient in a serving of food. It shows how much of the nutrient you will get from eating one serving of the food compared with the amount you need each day.

Low 25% or less

High 20% or more

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NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Reading the Label

HANDOUT:
Use the Nutrition Facts Label to Eat Healthier

THE % DAILY VALUE (DV) IS A KEY TO A BALANCED DIET.
The % DV is a general guide to help you determine if a serving of food is high or low in a nutrient — 5% or less is low, 20% or more is high. The % DV is a reminder that the % DV is based on a 2,000-calorie diet. You may need more or less, but the % DV is still a helpful gauge.

CHECK THE SERVING SIZE AND NUMBER OF SERVINGS.

- The Nutrition Facts Label information is based on ONE serving, but many packages contain more. Look at the serving size and how many servings you are actually consuming.
- When you compare calories and nutrients between brands, check to see if the serving size is the same.

CALORIES COUNT, SO PAY ATTENTION TO THE AMOUNT.

- This is where you'll find the number of calories per serving and the calories from fat in each serving.
- Fat free does not mean calorie free. Lower fat items may have empty calories as fillers or sweeteners.
- If the label lists the 1 serving count, 2 calories and 100 calories, and you eat 2 cookies, you have eaten 2 servings, which is twice the number of calories listed.

Nutrition Facts

Serving Size 1 cup (230g)
Serves Per Container 2

Amount Per Serving	% Daily Value*
Total Fat 10g	20%
Saturated Fat 5g	10%
Trans Fat 5g	
Cholesterol 30mg	10%
Sodium 40mg	20%
Potassium 10mg	20%
Total Carbohydrate 30g	10%
Dietary Fiber 0g	0%
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

*Percent Daily Values are based on a diet of other people's misdeeds.
†The Daily Values for the nutrients listed above are based on a diet of other people's misdeeds.

Total Fat	Cholesterol	230mg	100%
Saturated Fat	Low Fat	5g	10%
Trans Fat	Low Fat	5g	10%
Cholesterol	Low Fat	30mg	10%
Sodium	Low Fat	40mg	10%
Potassium	Low Fat	10mg	10%
Total Carbohydrate	Low Fat	30g	10%
Dietary Fiber	Low Fat	0g	0%

KNOW YOUR FATS AND REDUCE SODIUM FOR YOUR HEALTH.

- To help reduce your risk of heart disease, use the label to select foods that are low in saturated fat, trans fat, and cholesterol.
- Trans fat does not have a % DV, but consume as little as possible because it can increase your risk of heart disease.
- Limit sodium to help reduce your risk of high blood pressure.

REACH FOR HEALTHY, WHOLESOME CARBOHYDRATES.

- Fiber and sugary types of carbohydrates. Healthy sources like fruits, vegetables, beans, and whole grains can reduce the risk of heart disease and improve digestion and energy.
- Whole grain foods cannot always be identified by a brown color or name, but has multi-grain or wheat. Look for the "whole" grain listed first in the ingredient list below the nutrition label, such as whole wheat, brown rice, or whole oats.
- Limit foods with added sugars (sucrose, glucose, fructose, corn or maple syrup), which add calories but not other nutrients such as vitamins and minerals. Make sure that added sugars are not one of the first few items in the ingredient list.

LOOK FOR FOODS THAT ARE RICH IN THESE NUTRIENTS.

- Use the label not only to limit fat and sodium, but also to increase nutrients that promote good health and may protect you from disease.
- Some Americans do not get enough Vitamin A and C, potassium, calcium, and iron, so choose the brand with the higher % DV for these nutrients.

Adapted from the Eating Healthier and Feeling Better Using the Nutrition Facts Label brochure provided by the United States Department of Agriculture at: www.oregon.gov/~ocd/strm/infacts.pdf.

Starting Your Day

Activity: Reading a Nutrition Label

Serving Size -The nutrition label always lists a serving size, which is an amount of food, such as 1 cup of cereal, two cookies, or five pretzels that you should eat at one time.

Servings per Container or Package -The label also tells you how many servings are contained in that package of food. Math comes in handy with food labels!

Calories and Calories From Fat – This is the amount of energy in the food. If you eat more calories than your body uses, you might gain weight. Another important part of the label is the number of calories that come from fat. People check this because it's good to limit fat intake to about 30% of the calories they eat.

Total Fat - Fat is an important nutrient that your body uses for growth and development, but you don't want to eat too much. The different kinds of fat, such as saturated, unsaturated, and trans fat, will be listed separately on the label.

Cholesterol and Sodium -These numbers are included on the label because some people should limit the amount of cholesterol and salt in their diets.

Starting Your Day

Activity: Reading a Nutrition Label

Total Carbohydrate - Carbohydrates are your body's primary source of energy. This total is broken down into grams of sugar and grams of dietary fiber. Sugars should be limited but fiber should be increased. They are different types of energy.

Protein - Your body needs protein to build and repair essential parts of the body, such as muscles, blood, and organs.

Vitamin A and Vitamin C - Vitamin A is good for eyesight like night vision and seeing in color. Vitamin C is important for keeping body tissues, such as gums and muscles in good shape. C is also key if you get a cut or wound because it helps you heal.

Calcium and Iron - Calcium helps build strong bones, so you can do everything from standing up straight to running. The body needs Iron to transport oxygen from your lungs to the rest of your body.

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Starting Your Day

Activity: Reading a Nutrition Label

THE ACTIVITY

1. Have each person pick out two boxes of cereal; one from the top shelf and one from the bottom.
2. Have them compare and contrast the labels, which one has fewer calories per serving? Which one has the most fiber? Etc.
3. Bring the group back together and ask them some reflection questions:
 - Which cereals were the most nutritious?
 - What shelf were they found on?
 - If you don't know what's in a certain food, how can you make smart choices about what to eat?
 - Which breakfast cereals were GREEN, YELLOW, and RED foods?
 - How could you add fruits and/or vegetables to your breakfast?

12

Produce Department

Introduction to Produce

Once in the Produce Department, describe the health benefits of fruits and vegetables, and help each participant find out how many cups of fruits and vegetables they need for better health.

- ⇒ Ask participants why they think fruits and vegetables are important.
- ⇒ What is a fruit? The part of a plant that you can eat that contains seeds, such as apple, pear, avocado
- ⇒ What is a vegetable? The stem, leaf, or root of a plant that you can eat, such as asparagus, lettuce, or carrot
- ⇒ Explain why the vitamins, minerals, and other nutrients found in fruits and vegetables are necessary for better health.

Vitamins and Minerals — We talked about them when discussing the Nutrition label.

Fiber — Fiber found in fruits and vegetables promotes good digestion and helps lower blood cholesterol and reduces the risk of heart disease.

Phytochemicals — They are natural substances found in fruits and vegetables that may help prevent diseases such as cancer and promote healthy aging.

13

Produce Department

Introduction to Produce

- ⇒ Explain that vitamin pills and supplements cannot replace eating the recommended amount of fruits and vegetables needed for better health. Fruits and vegetables have hundreds of phytochemicals that work together with naturally occurring vitamins and minerals in a way that cannot be duplicated in supplements. Pills and supplements are also missing the fiber in fruits and vegetables that help you feel full at the end of a meal or snack.
- ⇒ Explain that eating a variety of fruits and vegetables is also healthy because of what they do not have.

Fats — Most fruits and vegetables have no fat, making them low in calories. The few examples of fruits that have moderate amounts of fat (olives and avocados) have the types of fats that help your body make “good cholesterol,” which lowers your risk of getting heart disease.

Sugars — Vegetables have little to no sugar making them low in calories. The natural sweetness of fruits makes them excellent choices for snacks and desserts that are packed with vitamins and minerals and lower in calories than foods that have a lot of added sugars.

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NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Produce Department

Activity: How Much Do I Need?

As you pass out a Slide Guide to each participant, explain that the amount of fruits and vegetables they need is based on their age, gender, and physical activity level. Give examples of why this is true:

- A small child does not need as much food as an adult.
- A person who exercises a lot needs more food than someone who does not.
- Ask participants to use the Slide Guide to find out how many cups of fruits and vegetables they need every day.
- Ask participants if they think they can eat their recommended amount of fruits and vegetables.
- Show what a cup looks like; one handful is about $\frac{1}{2}$ cup, so both hands cupped together is a full cup.

THE ACTIVITY

1. Have participants determine how many cups of fruits and vegetables they are supposed to eat everyday and have them show you.
2. Ask participants if they eat their recommended fruits and vegetables daily.

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Produce Department

Activity: Touring the Produce Department/Super Market Sleuth

This is an activity to get participants familiar with the produce department while allowing them to have a little fun. As you call out the following clues, have children walk through the produce department and stand in front of the appropriate fruit and vegetable.

THE ACTIVITY

1. Stand in front of a fruit or vegetable you have to peel. Remind children to rinse fruits and vegetables before eating them even if they have a peel.
2. Stand in front of a fruit or vegetable that is the same color as your shirt (remember, bananas count as white fruits). Remind children about the importance of eating a variety of colorful fruits and vegetables.
3. Stand in front of a fuzzy fruit or vegetable. Ask children if they like to eat fuzzy skin or if they peel it off.
4. Stand in front of a fruit or vegetable you would like to bring to school for lunch. Ask children why the fruit or vegetable they picked would make a good choice for lunch.
5. Stand in front of a fruit or vegetable you would like to eat after school for a snack. Ask children why the fruit or vegetable they picked would make a good snack.
6. Stand in front of a fruit or vegetable you have never tried. Ask children to share experiences with fruits and vegetables that other children have not tried.

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NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Produce Department

Activity: How Do You Cook That?

For Youth Groups

1. Create groups of 4 to 5 children, have each group of children stand in front of a fruit or vegetable in the produce department.
2. Give each group 5 minutes to come up with as many different ways as they can to prepare their assigned fruit or vegetable, either for a snack or as part of a meal such as BANANA—plain, on cereal, in a yogurt and fruit smoothie, on a sandwich with peanut butter, with a yogurt dip, in banana bread or banana muffins.
3. When time is up, ask each group:
Which fruit or vegetable did your group have? Is it a fruit or vegetable?
How many different ways did you come up with to prepare your fruit/vegetable?
Can you name the healthy ways to prepare the fruit or vegetable?
4. Discuss some things that the children should think about when they are deciding if something is healthy. Is there a lot of fiber in the item?

For Adult Groups

1. Have each participant walk through the produce department and pick up one item that they would like to buy and try to prepare at home or something they have never tried or seen.
2. As each participant presents the item they have chosen, start by providing preparation and serving tips described in the Produce Quick Tips.
3. Next, ask other participants for their preparation and serving suggestions based on their past experience with the item.
How did they add flavor without adding a lot of fat, sugar, or salt?
Did they discover any time saving tips?
How did they get their kids to eat it?
Make sure that all the participants return their items to the correct produce bins.

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Produce Department

Activity: Help Mom Shop

After playing How Do You Cook that and Super Market Sleuth, participants should be comfortable with the Produce Department.

Remember this tip: Try to keep the conversation positive. If a participant mentions not liking a certain food, ask how it was prepared and if they would try it again if it was prepared a different way.

THE ACTIVITY

Bring youth together in a single group and ask the following:

- Do you help your parents cook at home?
- Can you think of ways that you can help prepare fruits and vegetables at home?
- Can you think of a food that has two or three different colored fruits or vegetables in it (salad, sandwiches, stir-fry, etc.)?
- Are there any fruits and vegetables that you are going to ask your parents to buy the next time they go shopping?
- Are there any fruits and vegetables that you would like to eat for lunch at school?

If children name fruits and vegetables they saw on the tour, ask them what they can tell their parents about them.

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NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Finding Fruits and Vegetables

Walking through the store

Now that we have participated in many activities, it is time to walk through the store to find other places where fruits and vegetables can be other than the Produce Department. Remember how we said that fruits and vegetables have phytochemicals, well here is a fun way to remember how each color helps our bodies.

THE ACTIVITY

There are 5 main groups of colors that fruits & vegetables fit into; Orange/Yellow, Red, Purple/Blue, Green & White.

Orange/Yellow - helps us see better. To help us remember make your best glasses (make glasses w/ your hands).

Red- is good for our hearts. Make a heart with your hands and put it where your heart is.

Purple/blue- are good for our brains. Make a crown with your hands on top of your head.

Green- is good for healthy teeth & bones. Point to teeth & flex your arm pointing to your bone.

White- helps our bodies fight off sickness, good for our immune system.

Continue going through the motions with participants while walking through the store.

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Finding Fruits and Vegetables

FIND: Juices

- ⇒ Explain that you want to find juices that are 100% fruit/vegetable juice and contain **NO ADDED SUGARS** because added sugars are not good for your body. Sugar is sometimes called other things like corn syrup or high fructose corn syrup. These substances have undergone a chemical process to increase the sugar molecules in a grain of sugar.
- ⇒ In order for the juice to count as a cup of fruits or vegetables it has to be 100% fruit/vegetable juice.
- ⇒ Though juices are tasty, they have a lot of calories, so a whole piece of fruit/vegetable is always a better choice!

THE ACTIVITY

- Have participants pick out a 100% Fruit Juice Nutrition Label and a fruit flavored drink then have them compare the products.
- Which one has more sugar? More vitamins? More calories?
- Which one will count as a fruit or vegetable?

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Finding Fruits and Vegetables

FIND: Frozen

⇒ Explain that the nutritional value of frozen fruits and vegetables is very similar to fresh varieties. Fruits and vegetables are frozen soon after harvest, which helps maintain their nutrients.

*Carotene (a compound that is converted to Vitamin A) may actually be better preserved in frozen products because the packaging keeps the vegetables away from light (which destroys carotene)

* Frozen peas typically have about 60% MORE carotene than fresh peas.

To keep the nutritional value of frozen and fresh vegetables, it is best to microwave or steam them.

THE ACTIVITY

- Discuss the difference between plain frozen vegetables and vegetables with sauces or seasonings (added fat and sodium).
- Discuss the difference between unsweetened frozen fruit and sweetened frozen fruit (added sugars).
- Have participants read labels and compare the different types of fruits and vegetables, which are GREEN, YELLOW, RED foods?
- Discuss the benefits of frozen fruits and vegetables (storage, time, simple preparation).

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Finding Fruits and Vegetables

FIND: Dried

⇒ Explain that dried fruits were fruits or vegetables that have been dried (dehydrated) naturally or through a machine. Dehydrated means the water was taken out of the fruit, some of the vitamins may be lost as well so you may only get a percentage of the vitamins you would in fresh fruit.

⇒ The reason dried fruit is a great way to eat fruit and vegetables is because it has a long shelf life and allows out of season fruits to be available. Some examples of dried fruits are: apples, apricots, bananas, cranberries, dates, figs, mangoes, pawpaw (large berry tastes like banana), peaches, pears, persimmons, pineapples and tomatoes

THE ACTIVITY

- Ask participants where the dried fruits come from? What were raisins? What were prunes? Who has tried
- Discuss that dried fruits are a great source of dietary fiber and potassium which the body needs to maintain muscle contractions and a healthy nervous system
- Dried fruit also contains iron, an essential mineral for maintaining the delivery of oxygen throughout the body and a source of calcium, Vitamin A, Vitamin C, B-complex vitamins and magnesium

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NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Finding Fruits and Vegetables

FIND: Canned

- ⇒ Bring participants to the canned food section
- ⇒ Explain that the nutritional value of canned fruits and vegetables is not as good as fresh, because of the heat used in the canning process. But they still provide many of the beneficial nutrients found in fresh varieties.

THE ACTIVITY

- Have participants read labels and compare the amount of sugar in different types of fruits and the amount of sodium in vegetables.
- Discuss the sodium found in canned vegetables and ways to decrease it (selecting "low," "reduced," or "no sodium added" varieties and rinsing vegetables before cooking to remove some of the added sodium).
- Discuss the difference between fruit canned in juice and fruit canned in syrup (added sugar).
- Discuss the grading system of the canned foods; Grade A is the best or referred to as FANCY, Grade B is very good or EXTRA STANDARD, Grade C is average of STANDARD)
- Ask participants to determine what are GREEN, YELLOW, and RED foods and the benefits of canned fruits and vegetables (storage, time, simple preparation).

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Finding Fruits and Vegetables

Activity: More For Your Dollar

Food is a large part of a family budget. To make the best choices and to get the most for your money, it is important to compare the price, amount, and quality of similar products.

- ⇒ Unit pricing can help. The unit price tells you the costs "unit" (such as per ounce, per pound, per sheet) to buy the product. It's easy to find the unit prices of some items. It may be marked on a sign or shelf near the item. For example:
 - If apples sell for \$.89 per pound, you know that 5 pounds will cost \$4.45 (5 pounds x 89 cents).
 - If potato salad sells at the deli counter for \$2.59 per pound, you know that 2 pounds will cost \$5.18 (2 x \$2.59).
- ⇒ Unit pricing is most helpful when the price per unit isn't so clear. Let's look at an example. Your favorite brand of dried plums is sold in three different sizes.
 - The 14-ounce bag is \$2.52.
 - The 20-ounce bag is \$3.00.
 - The 2-pound (32-ounce) bag is \$5.12.

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NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Finding Fruits and Vegetables

Activity: More For Your Dollar

Which one is the best buy? Unit pricing helps. (In this case, the unit price is the price per ounce) To figure the unit price, divide the price by the number of units (in this example, it's the number of ounces):

- The unit price for the 14- ounce bag is 18 cents per ounce ($\$2.52 / 14$).
- The unit price for the 20-ounce bag is 15 cents per ounce ($\$3.00 / 20$).
- The unit price for the 2-pound bag (32 ounces) is 16 cents per ounce ($\$5.12 / 32$).

Compare the unit price of each package. Which cost less per unit? In this example, the **20-ounce package is the best buy** because it cost less per ounce.

**Remember, the larger package is not always the best buy. It pays to know the unit price.

THE ACTIVITY

Have the participants pick up two different types of canned fruits/vegetables to determine the best deal.

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Walking the Perimeter

Walking is a very important form of physical activity, all people should walk 10,000 steps a day for better health. Walking the perimeter of the Grocery store is a great way to get your steps for the day and the perimeter is where all of the healthy foods are so try to stay on the edges.

Let's take a quick walk around the perimeter to see how many GREEN, YELLOW, and RED foods we can find.

You can also play the "What is it good for? - A Phytochemical Game" again with the participants.

Make your way to the Taste Test portion of the tour.



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NOTE: This presentation is available as a Powerpoint presentation on the Health Champions flash drive.

Walking the Perimeter

Activity: TASTE TEST

For the Taste Test, choose a fruit or vegetable that is highlighted in the Harvest of the Month site (see chart). This way you are able to give all Participants a copy of the Newsletter before they leave the Grocery Store.

There are three types of taste tests, you choose what type you want to do in advance. Fresh Produce, Comparison, and Preparation Taste Test.

Season	Fruits	Vegetables
Fall September October November	Apples ⁺ Kiwi fruit Pears Persimmons	Tomatoes ⁺ Winter Squash Onions ⁺⁺
Winter December January February	Mandarins Oranges Grapefruit ⁺	Broccoli ⁺ Cabbages ⁺ Sweet Potatoes Mushrooms ⁺⁺
Spring March April May	Avocados Dried Fruit ⁺ Strawberries	Asparagus Carrots Peas Spinach
Summer June July August	Grapes Melons Peaches/Nectarines Plums ⁺	Green Beans Potatoes ⁺ Salad Greens ⁺ Peppers ⁺⁺ Zucchini ⁺

1. Fresh Produce: Prepare samples of a highlighted fresh produce item for participants to sample. This can be an opportunity to introduce participants to an exotic food they have never tried before, or to remind them of old favorites that are in season (grapes, oranges, etc.) • Discuss the flavor and texture of the sample. Is the highlighted food something they would bring home to their family?

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Walking the Perimeter

2. Comparison Taste Test

- Prepare a sample of a fresh produce item and a canned or frozen version of the same item (i.e., fresh pineapple and canned pineapple).
- Discuss the flavor and texture differences certain textures and flavors (i.e., frozen varieties often have a softer texture than fresh varieties because they were lightly cooked before being frozen, but various preparation methods can often minimize this difference).
- Discuss situations where one variety of produce is more convenient than another (i.e., it may be easy to bring a small can of fruit to work, but children can help their parents make a fresh fruit salad for dessert at home).

3. Preparation Method Taste Test

- Highlight a simple preparation method mentioned during the tour (e.g., sauté a vegetable, blend a fruit with yogurt).
- Discuss the preparation method. Is it simple? Is it fast?
- Prepare samples for your participants, and discuss the flavor and texture of the sample.
- You may also add a comparison element to the taste test by preparing a fresh and a frozen version of the same item and asking participants which sample they prefer.

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Conclusion

This concludes the grocery store tour. Take this opportunity to recap everything that you have taught the participants along the way.

- ⇒ What is a fruit?
- ⇒ What is a vegetable?
- ⇒ How many cups of fruits and vegetables are you supposed to eat everyday?
- ⇒ How many steps should you take every day?
- ⇒ What is one type of fruit/vegetable that you had never seen before? What color was it? And what were the phytochemicals good for?
- ⇒ Did you enjoy the taste test?
- ⇒ Did you enjoy the tour?

THE END

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Please visit us at
www.networkforahealthycalifornia.net
or call 916-449-5400.
California Department of Public Health
Public Health Institute

Principal funding is from the USDA Food Stamp Program through the Network for a Healthy California, which is an initiative of the California Department of Public Health. These institutions are equal opportunity providers and employers.

The Food Stamp Program provides nutrition assistance to people with limited incomes that can help them buy nutritious foods for a better diet. For information, call 1-888-328-3468.

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MASTER CLUE SHEET

You can enjoy a cup of green tea here in a beautiful Japanese garden.

Action: Pretend you are drink a cup of tea

Japanese Tea Garden, 28

Relax under the huge fig tree outside Body Worlds.

Action: Perform your favorite yoga pose in front of the tree

Moreton Bay Fig Tree, 4

This colorful “gator” lives by the SDAI Museum of the Living Artist.

Action: Take a silly picture with the Nikigator.

Nikigator, 8

Cool off at the biggest fountain at the park by the Science Center

Action: Practice your best diving pose in front of the fountain.

Fountain at the Fleet Center, 11

The House of the United States is one among many cottages.

Action: Wall sits at the House of the United States.

Cottages, 21

Take a stroll through a canyon of palm trees.

Action: Have someone (or all) hug a tree in the canyon.

Palm Canyon, 34

This is where Michael Jordan and the Champions live.

Action: Perform your favorite sports pose in front of the statue outside.

Hall of Champions, 32

Here you can sit back and listen to one of the largest outdoor pipe organs in the world.

Action: Sit and take a break on the steps.

Spreckels Organ Pavilion, 18

Hop on here to get on the railroad.

Action: Leap frog in front of the railroad.

Miniature Railroad, 1

This caged building stands in front of the lily pond.

Action: Smell a flower in the gardens.

Botanical Gardens/Lily Pond, 17/9

TEAM 1 CLUES

1. You can enjoy a cup of green tea here in a beautiful Japanese garden.
2. Hop on here to get on the railroad.
3. Cool off at the biggest fountain at the park by the Science Center
4. This caged building stands in front of the lily pond.
5. Relax under the huge fig tree outside Body Worlds.
6. This colorful "gator" lives by the SDAI Museum of the Living Artist.
7. The House of the United States is one among many cottages.
8. Take a stroll through a canyon of palm trees.
9. Here you can sit back and listen to one of the largest outdoor pipe organs in the world.
10. This is where Michael Jordan and the Champions live.

TEAM 2 CLUES

1. The House of the United States is one among many cottages.
2. This colorful “gator” lives by the SDAI Museum of the Living Artist.
3. Hop on here to get on the railroad.
4. Relax under the huge fig tree outside Body Worlds.
5. Cool off at the biggest fountain at the park by the Science Center
6. This caged building stands in front of the lily pond.
7. You can enjoy a cup of green tea here in a beautiful Japanese garden.
8. Take a stroll through a canyon of palm trees.
9. Here you can sit back and listen to one of the largest outdoor pipe organs in the world.
10. This is where Michael Jordan and the Champions live.

TEAM 1 ACTIONS

1. Action: Pretend you are drinking a cup of tea.
2. Action: Leap frog in front of the railroad.
3. Action: Practice your best diving pose in front of the fountain.
4. Action: Smell a flower in the gardens.
5. Action: Perform your favorite yoga pose in front of the tree.
6. Action: Take a silly picture with the Nikigator.
7. Action: Wall sits at the House of the United States.
8. Action: Have someone (or all) hug a tree in the canyon.
9. Action: Sit and take a break on the steps.
10. Action: Perform your favorite sports pose in front of the statue outside.

TEAM 2 ACTIONS

1. Action: Wall sits at the House of the United States.

2. Action: Take a silly picture with the Nikigator.
3. Action: Leap frog in front of the railroad.
4. Action: Perform your favorite yoga pose in front of the tree.
5. Action: Practice your best diving pose in front of the fountain.
6. Action: Smell a flower in the gardens.
7. Action: Pretend you are drinking a cup of tea.
8. Action: Have someone (or all) hug a tree in the canyon.
9. Action: Sit and take a break on the steps.
10. Action: Perform your favorite sports pose in front of the statue outside.

Trivia Game—Sample Questions

- ◆ What is the difference between red, yellow, and green foods?
- ◆ What makes a fruit, a fruit?
- ◆ What is a good estimate of how much fiber a person should have per day?
- ◆ Where do most extra calories come from in food?
- ◆ Name three diseases related to obesity.
- ◆ What is the max amount of calories allowed as a school snack?
- ◆ Name three beverages allowed on school campus?
- ◆ Teens drink ___ times as much soda as milk.
- ◆ Name one reason why eating breakfast is important.
- ◆ Name two requirements for a safe crossing across a street.
- ◆ Name two good sources of fiber.
- ◆ What is one benefit of practicing yoga?
- ◆ How many types of diabetes are there?
- ◆ How much physical activity should you get per week?
- ◆ How many calories do you need to burn to lose one pound?
- ◆ Give an example of a green, yellow, and red food.

Water Olympics Activities

1. Over Under: Teams toss a large sponge over their heads and between their legs in order to fill a bucket to the designated line. Two buckets at each end. Person facing forward soaks the sponge with water and passes it over their head. This continues until the last person reaches the fill bucket. Once sponge is rung out the last person runs back to the front to soak the sponge again as the line moves back.
2. Fill the Bottle: A person willing to get wet lies on the ground holding a 20 oz bottle to their forehead. The rest of the team splits and lines up at opposite ends. Buckets with water are filled at each end. One side fills their Dixie cup runs it over to the person lying down, fills the bottle and runs to the opposite side to tag the next player to do the same thing. First person to fill the bottle wins.
3. Frozen t-shirt: A t-shirt will be soaked in water and frozen. Teams must unfreeze the t-shirt and put it on a team member.
4. Towel balloon toss: Two people hold the ends of one towel. Pair up in groups. Pairs will take turns tossing a water balloon from towel to towel without breaking the balloon. Each successful toss, the pairs will take one step back. Last team standing wins.
5. Raindrops relay: Holes will be poked in a baggie. Team lines up. Last person fills baggie with water and has to run to the bucket at the opposite end carrying the bag over the heads of their teammates and dumps into bucket. Line moves back and the next person in the back starts. Person with most water after 4 minutes wins.
6. Ice cube melt: Each team gets an ice cube. Each person rubs the ice cube until their hands get cold and then passes to next teammate to continue. First to melt their cube and sit wins.
7. Water balloon toss: Divide teams into pairs. Lay jump ropes down for the lines. Toss once, move line back. The pair that can throw the balloon the farthest without breaking wins.

Ideas for prizes: squash balls/bouncy balls, items from 99 cent store, gift cards, games, beach balls, school supplies, key chains, art supplies, college/SD sports themed items, items from Big Lots

From www.walksandiego.org
 NOTE: PDF is available from the WalkSan Diego website.

Contacts*

Who to contact about improving your neighborhood's walkability

WalkSanDiego	858-650-4671 / mail@walksandiego.org
San Diego Association of Governments (SANDAG)	619-699-1900 / webmaster@sandag.org
America Walks	617-367-1170 / info@americawalks.org
City of San Diego**	619-527-7800 / Street_Service@san-diego.gov
County of San Diego, Department of Planning and Land Use	858-694-3900 / suzie.vaughn@sdcountry.ca.gov

Websites

WalkSanDiego	www.walksandiego.org
San Diego Association of Governments (SANDAG)	www.sandag.org
America Walks	www.americawalks.org
Walkable Communities, Inc.	www.walkable.org
Local Government Commission Center for Livable Communities	www.lgc.org/center/index.html
Fehr & Peers Traffic Calming Group	www.trafficcalming.org
Federal Highway Administration Traffic Calming Page	www.fhwa.dot.gov/environment/traffic/index.htm
Institute of Transportation Engineers Traffic Calming Page	www.its.org/traffic
Pedestrian & Bicycle Information Center	www.walkinginfo.org

* When contacting city or county governments, ask to speak with the Planning or Traffic Engineering departments.

** For phone numbers of other jurisdictions, refer to the blue Government Listings in the front of your phone book.

Walkability Checklist



How safe is your neighborhood?

Take a walk around your neighborhood and evaluate the pedestrian environment using the walkability checklist inside





San Diego P.O. Box 122491, San Diego, CA 92102-2491

Dear Neighbor:

WalkSanDiego believes every resident or visitor to the San Diego region should be able to walk to most destinations without risking life or limb. Most residents we talk to would like to make their neighborhood more pedestrian-friendly, but don't know where to begin. A good start is to evaluate current conditions.

The Walkability Checklist (inside) will help you do just that. So grab a friend or group, and take a walk. Note what's working and what's missing.

At night, we suggest actions you can take in the short run or the long term to improve your community's walkability. If you want our help, contact Education Chairman Andy Hamilton at (858) 650-4671 or andy.hamilton@sdcountry.ca.gov, or write to the address above.

Thank you for helping make the San Diego region more walkable!

Jamie Moody
President



PHOTO HERE

Things to do to improve your neighborhood's walkability

- ✓ Tell your local traffic engineering department or city council member about specific problems and request street and pedestrian improvements.
- ✓ Organize a neighborhood speed watch program and invite a city traffic engineer.
- ✓ Order "Slow Down! Taming Neighborhood Traffic" at www.walksandiego.org and utilize traffic calming resources.
- ✓ Set an example by slowing down and being considerate of others and encourage your neighbors to do the same.
- ✓ Start a crime watch program in your neighborhood.
- ✓ Sponsor a neighborhood beautification or tree-planting day.
- ✓ Inform your community planning group of neighborhood concerns and speak up at community meetings.
- ✓ Ask schools to place crossing guards at key locations and apply for "Safe Routes to School" grants.
- ✓ Trim your trees or bushes that block the sidewalk and ask your neighbors to do the same.
- ✓ Take the time to cross only at safe intersections.
- ✓ Avoid blocking the sidewalk with your car and ask your neighbors to do the same.
- ✓ Be a visible part of your neighborhood by spending time on your front porch or in your yard.
- ✓ Take a walk with a trash bag.
- ✓ Interact with your neighbors.

Join
Walk San Diego
today!



✓ Sidewalks

- Were sidewalks in place on both sides of the street?
- Were sidewalks continuous (no missing segments)?
- Were sidewalks smooth, flat and unbroken?
- Were sidewalks free of obstructions (poles, signs, shrubs)?
- Were sidewalks at least five feet wide?
- Were sidewalks separated from traffic by a parkway?

Notes:



✓ Crossings

- Were there safe places to cross every 300 feet?
- If a street had more than two lanes, was there a median?
- Were there curb ramps at all crossings?

Signalized Crossings

- Was the wait at the signal reasonably short?
- Did you have enough time to cross?

Unsignalized Crossings

- Did you wait long for a gap in traffic?
- Did you have time to cross safely?

Notes:



FOCUS HERE

✓ Traffic

- Did you feel motorists were driving at reasonable speeds?
- Did you feel you were sufficiently separated from moving traffic?
- Did drivers yield when appropriate?
- Were drivers paying attention to pedestrians?
- In crossing areas, was your view of traffic free of obstructions (parked cars, trees, signs)?

Notes:



✓ Ambience

- Were there other people out walking?
- Was your route clear of litter?
- Was the sidewalk area interesting (street art, landscaping, etc.)?
- Was the overall walking environment pleasant?

After Dark

- Was your entire route lit enough to navigate easily?
- Was lighting adequate at crossings?
- Did you feel safe walking at night?

Notes:





PhotoVoice

Advocating for healthier communities through the lens and voices of youth

Parental Permission/Informed Consent and Photo Permission Release Form

Introduction

Your child is being invited to participate in the Central California Regional Obesity Prevention Program's (CCROPP) Photovoice Project. Please read this informed consent form before deciding if you want to grant permission to your child to participate in the project. Your consent is voluntary; this means your child will not be affected in any way by your decision. You will receive a copy of this consent form.

Purpose

CCROPP wants community members, like you and your child, to be able to be physically active. Through the Photovoice Project, we are asking youth to record and reflect on their community's strengths and concerns using photos. These photos will help begin talks about issues related to access to physical activity opportunities. The photos will also be used to inform policymakers about issues or situations that are captured in the photos. Therefore, the photos taken by your child will be used in discussions, illustrations (i.e., website), at events, or in advertisements of the project as long as they are not altered in a way deemed offensive.

Risks

The project involves no major risks for your child. The project focuses on collecting information about the environment as it relates to active living. There may be minimal risks when taking pictures of community members and/or people's property, which can be avoided by obtaining written permission before taking the photo. Your child can also avoid other safety problems by taking pictures while with others, during the day, and in areas where the child feels safe.

Confidentiality

The only personal information about your child that is utilized in the project is his/her first name and age, which is presented in the final presentation of his/her pictures. Parents/guardians and participating youth have the option of omitting the youth's first name or using a fictitious name in the final presentation.

Benefits

There are no direct benefits to your child. However, your child's participation will be beneficial to the community. Benefits to the community include youth participation in CCROPP's obesity prevention movement and their contribution to identifying, recording and reflecting on their community's strengths and concerns as they relate to active living. Additionally, the participation of the youth is completely free; cameras and all other needed material will be provided by CCROPP.

Incentives

Incentives for participation in the project include the photographs you took (once the project is complete), CCROPP promotional items, a certificate of completion, and the posters (if desired, once they are no longer needed for project purposes).

If you have any questions regarding the Photovoice Project and your child's participation, please call Lorena Ramos, the Photovoice Project Coordinator, at (559) 228-2147 or send an e-mail to lore124@csufresno.edu. For questions regarding the rights of research subjects please call the California State University, Fresno Committee on the Protection of Human Subjects at (559) 278-4468.



Central California
REGIONAL OBESITY
PREVENTION PROGRAM
Healthy Environments • Healthy Choices • Healthy People

This project is funded by


The
California
Endowment

Again, your consent for your child's participation in the Photovoice Project is voluntary. If you decide to grant permission, you or your child is free to withdraw your/their consent and assent at any time during the project without penalty.

Parent's Summary

I have read this consent form in its entirety, and I understand the purpose of the Photovoice Project, its possible risks, the confidentiality measures, its benefits and the incentives my child will receive for his or her participation. I understand granting permission for my child to participate is voluntary and that if I have any questions, I can call the Project Coordinator at the telephone number provided.

Therefore, based on this knowledge, I understand that by signing this consent form, I give permission for:

My child's participation in the Photovoice Project
The use of the photographs my child takes for project purposes

This consent will remain in effect, starting with today's date.

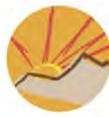
Child's Name (Please Print)

Parent/Guardian Signature

Today's Date

Print Name

SAMPLE



PhotoVoice

Advocating for healthier communities through the lens and voices of youth

Permiso de los Padres/Consentimiento Informado Y Autorización Para Uso de Fotografías

Introducción

Su hijo/a está siendo invitado a participar en el proyecto del Programa de Prevención de la Obesidad en la Región Central de California (CCROPP, por sus siglas en inglés, Central California Regional Obesity Prevention Program) titulado Fotovoz. Por favor lea esta forma de consentimiento informado antes de decidir si quiere darle permiso a su hijo/a de participar en el proyecto. Su consentimiento es voluntario; esto significa que su hijo/a no será afectado de ninguna manera por su decisión. Usted recibirá una copia de esta forma de consentimiento.

Propósito

CCROPP quiere que miembros de la comunidad, como usted y su hijo/a, puedan ser físicamente activos. Por medio del proyecto de fotovoz les estamos pidiendo a los jóvenes que registren y reflexionen sobre las cosas positivas y los problemas en su comunidad usando fotografías. Estas fotos ayudarán a comenzar prácticas sobre los temas relacionados al acceso a oportunidades para ser activos físicamente. Las fotos también serán usadas para informar a las personas responsables de las leyes y decisiones sobre los temas o situaciones que se capturen en las fotos. Esto significa que las fotos tomadas por su hijo/a serán usadas en discusiones, ilustraciones (ejemplo: sitio de Internet), en eventos, o para promover el proyecto siempre y cuando no sean alteradas de manera ofensiva.

Riesgos

El proyecto no involucrará ningún riesgo mayor para su hijo/a ya que no recolectaremos información personal sobre él/ella. El proyecto se enfoca en recolectar información sobre el medio ambiente y cómo este se relaciona con ser físicamente activo. Puede haber riesgos cuando se tomen fotos de miembros de la comunidad o de propiedad privada lo cual se puede evitar obteniendo el permiso por medio de una firma de la persona antes de tomar la foto. Su hijo/a también puede evitar otros problemas de seguridad si toma sus fotos cuando esté con otras personas, durante el día, y en áreas en las cuales él/ella se sienta seguro/a.

Confidencialidad

La única información personal sobre su hijo/a que se utilizará en el proyecto es su primer nombre (no su apellido) y su edad los cuales se incluyen en el póster usado en la presentación final de sus fotos. Los padres/guardianes y los jóvenes participantes pueden elegir no incluir el primer nombre o usar un nombre ficticio en lugar del verdadero en el póster.

Beneficios

No hay beneficios directos para su hijo/a. Sin embargo, la participación de su hijo/a beneficiará a la comunidad. Los beneficios hacia la comunidad incluyen la participación de jóvenes en el movimiento de CCROPP para la prevención de la obesidad y su contribución para identificar, capturar por medio de fotos y reflexionar sobre las cosas positivas y las cosas que impiden que su comunidad sea activa. Además, la participación de los jóvenes en el proyecto es completamente gratis, las cámaras y todos los otros materiales necesarios serán proveídos por CCROPP.

Incentivos

Incentivos para los participantes en el proyecto incluyen las fotos tomadas por el participante (cuando el proyecto esté terminado), productos promocionales de CCROPP, un certificado que diga que completó el proyecto y un póster con sus fotos, si lo quiere, cuando ya no se necesite para el proyecto.

This project is funded by



Si tiene preguntas acerca de



proyecto de fotovoz y la participación de su hijo/a, por favor llame a Lorena Ramos, la coordinadora del proyecto de fotovoz al (559) 228-2147 o mándale un correo electrónico a lore124@csufresno.edu. Para preguntas sobre los derechos de las personas que participan en investigaciones llame al Comité para la Protección de Seres Humanos en la Investigación de la Universidad Estatal de Fresno al (559) 278-4468.

Nuevamente, su consentimiento para que su hijo/a participe en el proyecto de Fotovoz es voluntario. Si decide dar su permiso, usted o su hijo/a están en total libertad de retirar su consentimiento o asentimiento en cualquier momento durante el proyecto sin riesgo alguno de castigo.

Resumen para Padres

E leído esta forma de consentimiento en su totalidad y entiendo el propósito del proyecto de fotovoz, sus posibles riesgos, las medidas de confidencialidad tomadas, sus beneficios y los incentivos que mi hijo/a recibirá por su participación. Yo entiendo que concederle permiso a mi hijo/a para que participe es un acto voluntario y que si tengo cualquier pregunta puedo llamar a la coordinadora del proyecto al número que se provee.

Basado en mi conocimiento de esta información yo entiendo que al firmar esta forma de consentimiento estoy dando permiso para:

- La participación de mi hijo/a en el proyecto de fotovoz.
- El uso de las fotografías que mi hijo/a tome para propósitos del proyecto.

Este consentimiento permanecerá en efecto, comenzando con la fecha de hoy.

Nombre del Niño/a (por favor letra de molde)

Firma del padre o Guardián

Fecha de hoy

Nombre del padre/Guardián (En Letra de Molde)



PhotoVoice

Advocating for healthier communities through the lens and voices of youth

Photograph: _____

Date: _____

Photograph Acceptance and Release Form

The Central California Regional Obesity Prevention Program (CCROPP) is about helping people be healthy. We want community members, like you, to be able to eat healthier and be physically active. The Photovoice Project will identify community assets and challenges to being active.

Through this project we are helping youth record and reflect on their community's strengths and concerns through photos. These photos will help begin talks about issues related to physical activity opportunities. The photos will also be used to inform policymakers about issues or situations that are captured in the photos.

I, _____, consent to have a picture taken of
 Myself (an adult over 18) My Child(ren) by a youth in the CCROPP Photovoice Project.

Please print the full names and ages of everyone in the picture.

	<i>Name</i>	<i>Age</i>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

CCROPP may use any photos taken for discussions, illustrations (i.e. website), at events, or in advertisement of the project as long as they are not altered in a way deemed offensive. By signing this release, I agree to all of the terms and accept that I can not change my decision. We will not use names to identify an individual in a picture.

Signature

Date

This consent will remain in effect, starting with today's date.

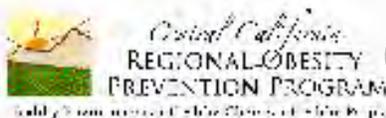
*****FOR PHOTOGRAPHER USE ONLY*****

Photo Description: (i.e. location of picture, physical activity, etc.)

✕ _____

If you have any question or would like a copy of your photo please call Lorena Ramos at (559) 228-2147. You will need the following information: Photographer: _____ Date of Photo: _____

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PhotoVoice

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Fotógrafo (a): _____

Fecha: _____

Forma de Aceptación y Autorización Para Uso de Fotografía

El programa de Prevención de la Obesidad en la Región Central de California (CCROPP, por sus siglas en inglés, Central California Regional Obesity Prevention Program) se enfoca en ayudar a la gente a ser saludable. Queremos que miembros de la comunidad como usted tengan la oportunidad de ser activos físicamente. El proyecto de Foto Voz identificará los recursos y los retos para comer mejor y ser físicamente activo.

A través de este proyecto estamos ayudando a los jóvenes a documentar y reflexionar en lo positivo y en lo que se necesita mejorar en su comunidad por medio de fotos. Estas fotos ayudarán a empezar pláticas sobre temas relacionados con el acceso a oportunidades para hacer actividad física. Las fotos también se usarán para informar a los que hacen política acerca de los problemas o situaciones captadas en las fotos.

Yo, _____, doy mi consentimiento para que un joven del proyecto Foto Voz de CCROPP tome una foto de:

Mi mismo(a) (adulto de más de 18 años de edad)

mi hijo(s)

Por favor escriba los nombres completos y edades de cada persona en el foto.

	Nombre	Edad
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

CCROPP puede usar cualquier foto tomada para discusiones, ilustraciones (por ejemplo en Internet), en eventos o en publicidad del proyecto, mientras no estén alteradas en ninguna manera ofensiva. Al firmar esta forma, me declaro en acuerdo con todos los términos y reconozco que no puedo cambiar mi decisión. No usaremos nombres para identificar la persona(s) en la foto.

Firma

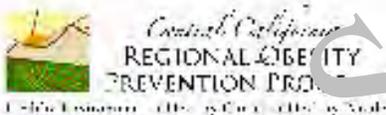
Fecha

Este consentimiento entrará en efecto a partir de la fecha de hoy.

*****SOLAMENTE PARA EL USO DEL FOTÓGRAFO(A)*****

Descripción de la Foto: (por ejemplo: localidad en la que la foto fue tomada, actividad física, etc.)

X
Si tiene alguna pregunta o si desea una copia de la foto, por favor llame a Lorena Ramos al (559) 228-2147. Necesitará la siguiente información: Fotógrafo(a): _____ Fecha del Foto: _____



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Assent to Participate and Photo Permission Release Form

Hello, my name is _____. The Central California Regional Obesity Prevention Program (CCROPP) is asking you to take part in a research project, titled the Photovoice Project. We are trying to learn what youth believe are their community's strengths and concerns regarding being physically active.

If you agree to be in this study, you will be asked to participate in an orientation regarding Photovoice, take some pictures of strengths and challenges to active living in your community, write a short paragraph on them and present them to your community and city leaders. The Photovoice Coordinator will always be available for questions and concerns if you need help.

Your participation in the project will signify your contribution to CCROPP's obesity prevention movement through your identification, recording and reflection on your community's strengths and concerns as they relate to active living. Additionally, participating is totally free; cameras and all other needed material will be provided by CCROPP.

At the end of the project, you will receive the photographs you took during the project, CCROPP promotional items, a certificate of completion, and the posters, if desired, once they are no longer needed for project purposes.

Please talk to your parents about this study before you decide to participate. We will also ask your parents if it is all right with them for you to take part in this study. If your parents say that you can be in the study, you can still decide to not participate.

Taking part in this study is up to you. No one will be upset if you don't want to participate. If you decide to participate, you can always change your mind and stop at any time that you want.

You can ask me questions that you have about this study and I will try to answer them for you. If you have questions that you think of later, you can call me at (559) 228-2147. For questions regarding the rights of research subjects call the California State University, Fresno Committee on the Protection of Human Subjects at (559) 278-4468.

Please mark one of the choices below to tell us what you want to do:

- No, I do NOT want to be in this project.
- Yes, I want to be in this project and give CCROPP permission to utilize my photos and written narratives for project purposes.

Printed Name of Participant

Signature of Participant

Date

Printed Name of Investigator

Signature of Investigator

Date



Central California
REGIONAL OBESITY
PREVENTION PROGRAM

Let's work together to stop this obesity epidemic.

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PhotoVoice

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Forma de Asentimiento Para Participar y Autorización Para Uso de Fotografías

Hola, mi nombre es _____. El Programa de Prevención de la Obesidad en la Región Central de California (CCROPP, por sus siglas en inglés, Central California Regional Obesity Prevention Program) quiere pedirte que formes parte de un proyecto de investigación, titulado el proyecto de Fotovoz. Por medio del proyecto queremos aprender que es lo que la juventud considera positivo y negativo en sus comunidades en cuanto a ser físicamente activo.

Si aceptas estar en este estudio, te pediremos que participes en una orientación sobre fotovoz, tomes fotos sobre las cosas positivas y negativas en cuanto a ser activo en tu comunidad, escribir un poco sobre las fotos, y finalmente, presentar tu trabajo a los miembros de tu comunidad y a líderes de la ciudad. La coordinadora de fotovoz siempre estará disponible para contestar preguntas y para ayudarte en lo que necesites.

Tu participación en el proyecto significara tu contribución al movimiento de CCROPP para la prevención de la obesidad por medio de tu identificación, fotos, y reflexiones sobre lo que es positivo y lo que impide que tu comunidad sea físicamente activa. Adicionalmente, participar es gratis, las cámaras y todos los materiales necesarios son proveidos por CCROPP.

Al final del proyecto recibirás las fotografías que tomaste para el proyecto, productos promocionales de CCROPP, un certificado que diga que completaste el proyecto y un póster con tus fotos, si lo quieres, cuando ya no se necesite para el proyecto.

Por favor habla con tus papás o guardianes sobre este proyecto antes de decidir si vas a participar. También les preguntaremos a ellos si están de acuerdo con que participes en el estudio. Aun cuando tus papás/guardianes digan que si puedes participar, tu decides si quieres participar o no.

Ser parte de este proyecto es tu decisión. Nadie se enojara o ofenderá si no quieres participar. Si decides participar, puedes cambiar de opinión después y dejar de participar cuando tú quieras durante el proyecto.

Me puedes hacer cualquier pregunta que tengas sobre este estudio y yo tratare de contestar cada una de tus preguntas. Si tienes preguntas en el futuro, puedes llamarme al número (559) 228-2147. Para preguntas sobre los derechos de las personas que participan en investigaciones llame al Comité para la Protección de Seres Humanos en la Investigación de la Universidad Estatal de Fresno al (559) 278-4468.

Por favor escoge una de las siguientes opciones y déjanos saber que decidiste:

_____ No, No quiero ser parte de este proyecto.

_____ Si, quiero estar en este proyecto y darle permiso a CCROPP de que use mis fotos para el proyecto.

Escribe tu nombre (Participante)

Firma tu nombre (Participante)

Fecha

Nombre Escrito del Investigador

Firma del Investigador

Fecha



Central California
REGIONAL OBESITY
PREVENTION PROGRAM

Estilo de vida saludable • Mejorando la salud • Mejorando la vida

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Basic Camera Operation

Holding the Camera

- To avoid out-of-focus photos, hold the camera as still as possible, especially when shooting in low light. If you need extra stability, prop your body against a wall.
- Keep your fingers away from the lens.



Flash Photos

- You can use the flash indoors or outdoors or whenever the amount of light is low. Keep in mind that the flash will only light a subject **within 10 feet of the camera**.

Taking Pictures outdoors



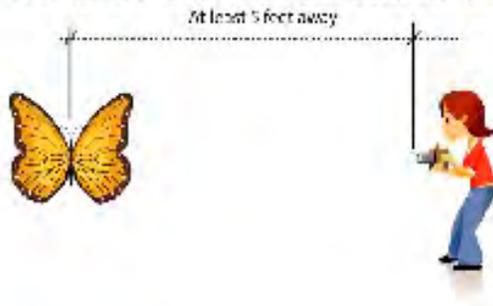
- When shooting outdoors, do not face the sun, which will cause your subject to be in silhouette.
- If you need to shoot into the sun, use the flash to light your subject/object, but remember that the flash will only work up to about 10 feet away.
- **Do not** take pictures at night.

Taking pictures indoors

- Unless you are in a room that has lots of sun light, the flash will be needed to light your subject

Focus

- Your camera has an automatic focus. Stand at least 5 feet away from your subject.

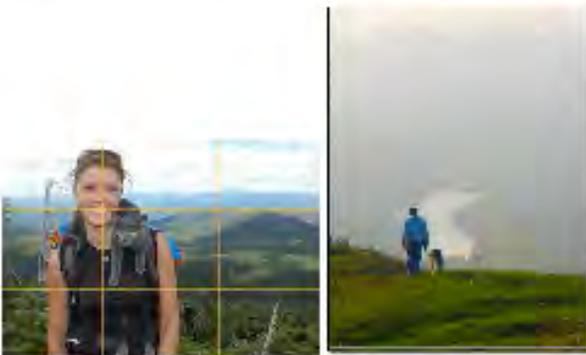


Tips

- Focus on a specific area of focus.



- Look behind and in front of your subject and be sure there is nothing to distract the viewer's attention from the main point of the picture.
- Look for even light. Shooting on an overcast day is often ideal.
- Pictures often look better when the subject is not in the center of the image.





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ICEBREAKER:

1. Name
2. What would you like to be called?
3. How long have you live in this town?
4. One thing you like about this town in terms of living active lives?
5. One thing you dislike about this town and how you like to see this aspect change?
(Also in terms of living active lives)



WHAT IS PHOTOVOICE?

History:

- This Photovoice project is a region-wide activity of the Central California Regional Obesity Prevention Program (CCROPP). Photovoice was originally developed by Caroline C. Wang and Mary Ann Burris, two Public Health professionals, and it has been used from the villages of rural China to the homeless shelter of Ann Arbor, Michigan.

-PHOTOVOICE is a type of research project where people take photos of images in their community to capture the strengths and problems their community face.

-3 Goals of Photovoice:

- 1.) To give community members a voice with the use of a camera to capture and reflect their community's strengths, problems and needs
- 2.) To encourage discussion among community members about the important issues captured in the photographs that they feel need to change or improve
- 3.) To reach and inform policymakers (the people that make and change laws in the community) about these important issues in order to create positive change within the community

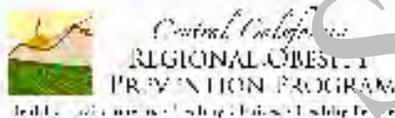
PROJECT OVERVIEW:

- Facilitator's role in project
- Student's role in project

CONTACT INFORMATION:

Lorena Ramos, Community Health Specialist
 Central California Regional Obesity Prevention Program
 1625 E. Shaw Ave., Ste. 106
 Fresno, CA 93710-8106
 Direct line: (559) 228-2147
 Email: mlramos@csufresno.edu
 Web site: www.ccropp.org

This project is funded by





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ETHICS OF PHOTOGRAPHY

BEFORE TAKING THE PHOTOGRAPH:

- Inform the person/people being photographed about the project you are participating in and the purpose of the picture.
- Use your photo script.
- Give them the Acknowledgement and Release Form to read and sign. **If it is a child you are photographing, make sure a parent or guardian reads and signs the form.**

SAFETY/RESPECT IN PICTURE TAKING:

- **DO NOT** take photos of people who refuse to sign consent form (remember photo ethics).
- **DO NOT** put yourself in a DANGEROUS situation for a picture.
- AVOID taking pictures of incriminating or dangerous acts such as gang violence, and drugs
- IF POSSIBLE, DO NOT TAKE PICTURES AT NIGHT!!!
- Always use your *Photograph Acceptance and Release Form* before taking someone's picture.
- **DO NOT** take pictures of things that can offend or hurt someone (ex: someone that is not physically active.).

If you have questions related to the photos you want to take or have already taken, please contact Lorena Ramos at mlramos@csufresno.edu, or call (559) 228-2147.

INSTRUCTIONS ON TAKING PICTURES:

-TAKE PICTURES OF PLACES, THINGS OR PEOPLE THAT:

- MAKE IT EASY OR DIFFICULT FOR YOU AND OTHER PEOPLE IN YOUR COMMUNITY TO LIVE ACTIVE LIVES
 - Examples: Sign prohibiting/allowing physical activities, Skate parks that are open/closed, schools that are open/closed after school hours, Parks that are open/closed to the community, sidewalks, roads, crosswalks, walking trails, alleys, vacant land, and green, safe places to be active....

-Think about what a possible solution might be for the particular problem as you are taking the picture
-These can be something you admire or something you want to change or something you want people to know about!

*** Keep this in mind when taking pictures***



Photo Script

How to approach people before taking a photo

Greetings: Good Morning/afternoon or evening

Introduction: My name is _____ and I am volunteering with a project called the Joint Use PHOTOVOICE PROJECT in order to identify things that support and are barriers to active living in my community.

Question: With your permission, I would like to take a photo of you in this position because I think it supports or is a barrier to active living. For the picture please do not look at the camera, act as if you did not know I am taking the picture.

Before taking the picture, I will need for you to please sign this photo acknowledgement and release form. It basically states that you give me permission to take a photo of you, and that you understand the photo will not be used against you in any way, it will only be used for education purposes in order for us to reach our project goals.

Conclusion: Thank you very much for your time and for your willingness to participate in this important project.

You are more than welcome to get a copy of this photo if you are interested. You can contact Lorena Ramos at 228-2147 (give person slip of paper at the bottom of form).

SAMPLE



PhotoVoice

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Para conocernos Mejor:

1. Nombre
2. Como te gustaría que te llamen?
3. Cuanto tiempo has vivido en este Pueblo/ciudad?
4. Que es algo que te gusta sobre esta ciudad o pueblo en cuanto a vivir una vida activa?
5. Que es algo que te disgusta sobre esta ciudad o pueblo que te gustaría que cambiara? (también en términos de una vida activa)



Que es Foto Voz?

Historia:

- Este proyecto de Foto Voz es una actividad regional del Programa de Prevención de la Obesidad en la Región Central de California (CCROPP)
Foto Voz fue diseñado por Caroline C. Wang y Mary ann Burris, dos profesionales en Salud Publica y el proyecto a sido usado desde las aldeas de la China rural hasta las casas hogares para los desamparados en Ann Arbor, Michigan.

-Foto Voz es un proyecto de investigación en el cual las personas toman fotos de imágenes en su comunidad que capturan las cosas positivas y los problemas que su comunidad enfrenta día a día.

Las 3 Metas de Foto Voz:

- 1.) Darle a los miembros de la comunidad una voz por medio del uso de cámaras para capturar y reflejar las cosas positivas en la comunidad así como los problemas y necesidades.
- 2.) Apoyar las discusiones entre los miembros de la comunidad sobre los problemas importantes capturados en las fotografías que ellos consideran necesitan cambio o mejoramiento.
- 3.) Llegar a los oídos e informar a los que hacen la política (las personas que hacen y cambian leyes en la comunidad) sobre estos importantes problemas para así crear cambios positivos en nuestra comunidad.

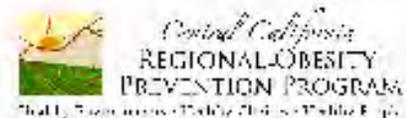
-Descripción del proyecto:

- El papel del entrenador
- El papel del participante en el proyecto

Datos de la entrenadora:

Lorena Ramos, Community Health Specialist
Central California Regional Obesity Prevention Program
1625 E. Shaw Ave., Ste. 106
Fresno, CA 93710-8106
Direct line: (559) 228-2147
Email: mlramos@csufresno.edu
Web site: www.ccropp.org

This project is funded by



SAMPLE



-Ética de Fotografía

ANTES DE TOMAR LAS FOTOS:

-Informa a la persona/personas que vas a fotografiar sobre el proyecto de foto voz y el propósito de la foto.

-Déle la forma de *Aceptación y Autorización Para Uso de Fotografías* a la persona/personas para que la lea y la firme. **Si la persona que va a fotografiar es un niño/a asegúrese que un padre o guardián lea y firme la forma.**

SEGURIDAD/RESPECTO CUANDO TOMEN LAS FOTOS:

- NO tome fotos de personas que se rehúsen a firmar la forma de consentimiento (parte de la Ética del proyecto)
- NO se exponga a una situación PELIGROSA por tomar una foto.
- EVITE tomar fotos de actos o situaciones criminales o peligrosas tales como pandillas, violencia y drogas.
- SI ES POSIBLE NO TOMES FOTOS DE NOCHE!!!
- Siempre usa tu *Forma de Aceptación y Autorización Para Uso de Fotografías* antes de tomarle una foto a alguien.
- NO tomes fotos que puedan ofender o lastimar a alguien (ejemplos: Alguien que no es físicamente activo)

****Si tiene preguntas sobre cualquier cosa relacionada con las fotografías que quiere tomar o ha tomado por favor contacte a Lorena Ramos al correo electrónico mlramos@csufresno.edu o llama al (559)-228-2147.****

INSTRUCCIONES PARA TOMAR FOTOS:

-TOME FOTOS DE *LUGARES, COSAS, Y PERSONAS QUE:*

- HACEN QUE SEA FACIL O DIFICIL QUE TU Y OTRAS PERSONAS EN TU COMUNIDAD VIVAN VIDAS ACTIVAS
 - Ejemplos: Señal/póster de actividades permitidas o prohibidas, Parques para patinar abiertos/cerrados, escuelas abiertas/cerrada después de clases, parques abiertos o cerrados a la comunidad, callejones para camina, aceras, calles, cruces de peatones, terrenos vacíos, y lugares verdes y seguros donde se pueda ser físicamente activo..

-Piensa en una posible solución para el problema que aparecerá en la foto mientras la tomas.

-Las imágenes pueden ser algo que tu admires, algo que tu quieras que cambie, o algo que tu quieras que otros sepan

Recuerda esto mientras tomas las fotos



PhotoVoice

Advocating for healthier communities through the lens and voices of youth

Photo # 1
Community name: Fresno

Name: _____
Age: 14 Gender: Female

1) **Explain what you see or what is happening in your photo?**

I see people at this school in my neighborhood jumping the fence.



2) **Does your picture show something that makes eating healthy and/or being active easy or hard? (Is it a strength or challenge?)**

It's hard to be active because the school is closed.

3) **How does this affect your life, in terms of being active?**

It affects me because I would have to jump the fence to get in to the school.

4) **Why do you think this strength or challenge exists in your community?**

I think that maybe the people from the school think that the people that want to get in are going to do bad stuff.

5) **What can we do about it?**

I think we can talk about it with the people from the school so they can leave the school open.

6) **What are your feelings about this photo?**

I feel mad because I want to go to the school, but my mom doesn't because she doesn't want me to jump the fence.

PhotoVoice Project Freewrites modeled after the SHOWeD Method



Central California
REGIONAL OBESITY
PREVENTION PROGRAM
Healthy Communities • Healthy Choices • Healthy Lives

**ACTIVE COMMUNITIES PHOTOVOICE
PROJECT**

SIGN IN SHEET

DATE:
TOWN:

NAME NOMBRE	AGE EDAD	E-MAIL CORREO ELECTRONICO	PHONE # NÚMERO DE TEL.
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____
11. _____	_____	_____	_____
12. _____	_____	_____	_____
13. _____	_____	_____	_____
14. _____	_____	_____	_____
15. _____	_____	_____	_____
16. _____	_____	_____	_____

SAMPLE

Original Recipe	Suggestions	Swapped Recipe
<p>Blue Cheese Burgers 2 pounds ground chuck 1 pound ground sirloin ½ cup season dry bread crumbs ¼ cup steak sauce 3 extra large eggs 1 ½ teaspoon salt ¾ teaspoon pepper 8-10 white hamburger buns 8 ounces blue cheese Arugula and sliced tomatoes</p>	<p>Use lean meat No bread crumbs Whole wheat hamburger buns No cheese or low fat cheese</p>	<p>All American Turkey Burgers 1 pound lean ground turkey ½ cup chopped onion 1 clove garlic, minced ¼ cup ketchup 1/8 teaspoon pepper 4 kaiser or whole wheat rolls Lettuce Slices of tomato and onion</p>
<p>Spring Rolls 1 ounce noodles ½ pound ground pork ½ cup chopped onion 1 tablespoon chopped green onions 3 ounces crabmeat 10 rice wrappers 2 eggs 2 cups peanut oil 1 cup grated carrots 2 tablespoon sugar 1 teaspoon white vinegar Lettuce, mint, cilantro, cucumber, garlic, chile pepper, salt pepper</p>	<p>No meat or lean meat No peanut oil (no frying) Cut down sugar or use a no calorie substitute such as Splenda</p>	<p>Asian Bean and Rice Rolls 1 cup raw medium grain brown rice 2 tablespoon rice or white vinegar 2 tsp sugar 1 tablespoon grated lemon rind 2 tablespoon pine nuts or slivered almonds 2 tsp dark sesame oil ½ cup snow peas 2 teaspoon minced ginger 1 can red beans ½ cup cucumber, 2 med green onions 1 orange ¼ teaspoon salt, ¼ teaspoon pepper lettuce</p>
<p>Spicy Beef Burritos 1 tablespoon olive oil 1 ½ pounds boneless beef chuck 1 cup bottled medium hot salsa ¼ cup canned beef broth 2 tablespoons chopped garlic 2 tablespoons dark brown sugar 1 tablespoon soy sauce Cilantro, lime juice Burrito size flour tortillas 1 cup shredded cheddar cheese</p>	<p>Use lean meat or replace with vegetables Use fresh salsa fresca No brown sugar Use small whole wheat tortillas Use low-fat cheese</p>	<p>Bean and Vegetable Burritos 1 tablespoon chili powder 2 teaspoon oregano 2 cups cooked pinto beans 1 large sweet potato 1 onion 1 green bell pepper 4 cloves garlic 1 cup frozen corn Cilantro, lime juice ¾ cup low-fat Monterey Jack cheese 10 inch whole grain tortillas</p>
<p>Broccoli Soup with Cheddar Cheese 6 tablespoons butter 2 pounds fresh broccoli 1 onion 2 garlic cloves, minced 1 teaspoon chopped fresh tarragon 6 ½ cups chicken stock 1 cup whipping cream 3 tablespoons all purpose flour 2 cups grated extra sharp cheddar cheese</p>	<p>Reduce butter Use low-sodium broth Use fat free milk instead of whipping cream</p>	<p>Cheesy Broccoli Potato Soup 4 tablespoons butter 1 cup chopped onion ½ cup flour 4 cup low-sodium broth 4 cup fat free milk 16 ounce frozen broccoli 2 cup peeled and diced potatoes 1 ½ cup low fat cheddar cheese 1 tablespoon Worcestershire sauce 1 teaspoon salt ½ teaspoon pepper</p>
<p>Fried Chicken 1 quart buttermilk, plus 2 cups Salt and pepper 2 teaspoons chile powder 2 chickens 4 cups all purpose flour 1 tablespoon garlic, onion powder, and sweet paprika Peanut oil for deep frying</p>	<p>Replace buttermilk with skim milk Use less flour Bake instead of fry</p>	<p>Southern Oven-Fried Chicken 1 cup corn flakes 1/3 cup flour 1 tsp salt ½ teaspoon ground red pepper 2 egg whites ¼ cup skim milk 2 pounds boneless, skinless chicken</p>

SAMPLE Community Service Hours Letter

August 26, 2009

To Whom It May Concern:

This letter certifies that **(Name of participant)** has completed **(Number of hours completed)** hours of community service as a participant in the Hoover High School Health Coaches Program from February 2009–August 2009. The program focused on increasing positive health behaviors and knowledge in high school and middle school students. Throughout the program **(Name of participant)** has been involved in health education, community advocacy, and peer mentoring projects.

For any questions regarding the awarded hours, please feel free to contact **(Name of Facilitator)**, the Project Facilitator of the Health Champions Program at **(Phone contact)**.

Thank you,

(Name of Facilitator)
(Facilitator Title)
Health Champions Program
(Sponsoring Organization or School)
(Address)
Phone: **(Phone)**
Fax: **(Fax)**
E-mail: **(E-mail)**

SAMPLE
Health Champions Program
Health Champion Contract

Name of Health Champion: _____

Participation in the Health Champions Program requires that you make a commitment to your Health Champions Peers and **(Name of Facilitator)**, Program Facilitator, that you will attend and participate in scheduled meetings, maintain a respectful attitude, and help facilitate a positive learning environment. Your commitment and dedication to the program is vital to your success as a Health Champion and the success of the program as a whole.

Attendance Policy

Attendance is required at all training meetings

Be on time to each meeting, activity, and field trip

If you are unable to attend a meeting, you must notify **(Name of Facilitator)** the day before the meeting

If you are going to be late, you must contact **(Name of Facilitator)** before the start of the meeting

If you miss two or more meetings you may be removed from the program.

My Commitment

I have reviewed the "Health Champions Program Meeting Dates" handout and will be on time to all scheduled meetings and participate fully

If I am unable to attend a meeting I will contact **(Name of Facilitator)**

I will not discuss personal information shared during meetings with others

I will respect the ideas of others, even if they differ from my own

I will discuss problems and concerns, and provide feedback and suggestions about the program to **(Name of Facilitator)**

My signature below affirms that I understand and agree to the commitment above.

Signature of Health Champion

(Name of Facilitator), Program Facilitator

Date

Date



Campus Survey Worksheet

- 1) What low-fat, fat-free, and healthy food items are offered for students to eat on campus?
- a) salad/fresh vegetables
 - b) low-fat dressing
 - c) fresh fruit
 - d) dried/canned fruit
 - e) fat-free milk
 - f) low-fat (1%) milk
 - g) 100% fruit juice
 - h) low-fat entree
 - i) vegetarian entree
 - j) whole grain item
 - k) others:

- 2) What kind of nutrition information is posted for foods on campus?
- a) low-fat
 - b) fat-free
 - c) nutrition label
 - d) other: _____

Where is the information posted?

- a) on the menu
- b) by the food
- c) campus walls
- d) other: _____

- 3) Where else on campus can students get food? What low-fat/fat-free/healthy items are available?

Type of places:	List the low-fat fat-free/healthy items:
a) Branded fast food <small>(like McDonalds, Taco Bell)</small>	
b) Snack bar	
c) Food cart	
d) Vending machine	
e) Other:	

- 4) What promotions of healthy eating can be seen or heard at your school?
- a) posters/signs
 - b) student paper
 - c) over the public announcement (PA)
 - d) parent newsletter
 - e) other promotions and events: _____

- 5) What promotions of physical activity can be seen or heard at your school?
- a) posters/signs
 - b) student paper
 - c) over the public announcement (PA)
 - d) parent newsletter
 - e) other promotions and events: _____

- 6) Does your school require physical education in order for students to graduate?
Yes/No

- 7) In addition to physical education class, what school physical activity options and facilities do students use DURING school hours?
- a) organized activity/sports
 - b) playing fields
 - c) gym/weight room
 - d) basketball courts
 - e) equipment check-out
 - f) other, during school:

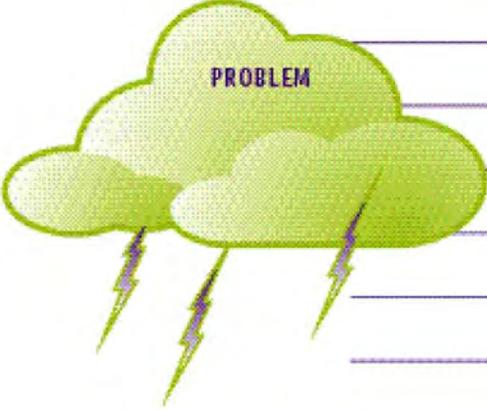
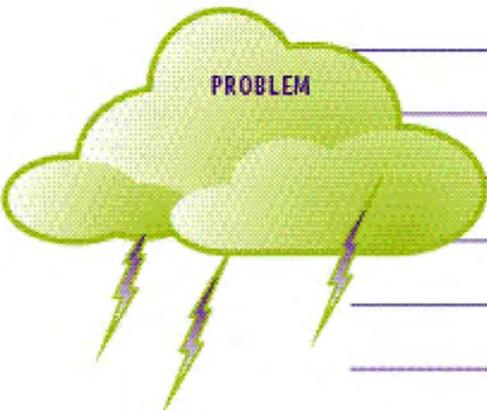
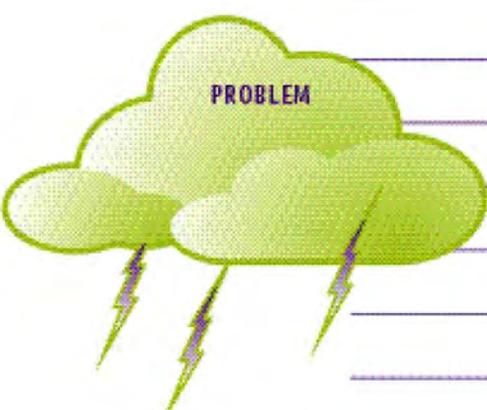
- 8) What physical activity options and activities do students use AFTER school hours?
(This does not include competitive and/or varsity sports)
- a) sports clubs/teams
 - b) playing fields
 - c) gym/weight room
 - d) basketball courts
 - e) YMCA/YWCA
 - f) Boy's/Girl's clubs
 - g) community sports leagues
 - h) health clubs/gym
 - i) other, after school: _____





Brainstorming Worksheet

Use the Brainstorming Worksheet to keep track of your ideas.

	_____	SOLUTION
	_____	SOLUTION
	_____	SOLUTION
	_____	SOLUTION
	_____	SOLUTION
	_____	SOLUTION



Guidelines for Picking a Final Problem and Solution

Once you have all your ideas on paper, it's time to pick one problem and one solution. These questions can help you decide on one:

What will be different if we succeed?

Which idea will help the most people?

Which idea will make a lot of people healthier?

Which idea has the best chance of working?

Which idea will be the cheapest?

Which idea can be done the quickest?

Which idea do we like the best and will have the most fun doing?

Go through your brainstorming list and cross off the solutions that are more difficult. Sometimes it is best to start with a problem that you can easily fix to show that you can succeed. You can work up to harder problems later. Choose only one problem and one solution. This will keep you on target. Besides, you can always work on other ideas later.



Who Are The Policy Players?

Use this worksheet to list the policy players. These are the people you will need to communicate with through letter writing, phone calls, and presentations.

NAME	ORGANIZATION	ADDRESS	PHONE NUMBER	NOTES

3

Build Your Action Plan

Once you have a problem, a solution, and the policy players, it's time to make an action plan. You need to figure out what has to be done, who will do it, and when it should be done. Below is an example of an action plan. Remember, it may take many steps and lots of time to make a policy change.

Sample Action Plan

Problem: No place for physical activity

Policy Solution: Keep the school gym open on weekends

STEPS	WHO DOES IT	BY WHEN
1) Find out who can decide to keep the gym open on weekends.	Terrell	October 1st
2) Do a survey to find out who would use the gym on weekends and what activities they would like to do there.	Veronica, Maria, Peter, Marcus	October 15th
3) Meet with the principal about keeping the gym open.	Beth, Terrell, Raul, Ashley	October 25th
4) Write a letter to the Parent Group asking for their help with this project.	Maria	November 14th
5) Give a presentation to the school board. Ask that they write a policy allowing the gym to be open on weekends.	Raul, Ashley, Tamika	December 1st
6) Have a group meeting to discuss what worked and what didn't work during the gym project.	All group members	December 12th

There are many tools that you can use in your Action Plan. For example, you can:

- Do a student survey
- Write letters
- Make phone calls
- Make presentations
- Work with the media

Now let's see how to do each of those things!



Student Survey

One really important step in the policy game is to gather the thoughts and feelings of other students. You can do this with a survey.

Ask your friends and classmates what they think. How do they feel about the problem and solution that your group has identified? Do they have other ideas to solve the problem?

You'll be doing more than just collecting information. You'll begin building support and you might even get more students to help you!



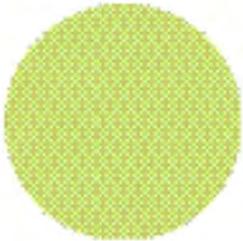
How To Do a Student Survey

- Write your survey. Keep it short. Ask no more than five or six questions.
- Hand out your survey, then have your classmates fill it out and give it back to you.

-OR-

Ask classmates the survey questions, have them tell you their answers, and then you write down the answers.

- Make sure you survey different groups of students, not just your friends!



Take a look at the survey on the next page. It was written by a group of students at Fontana High School in Fontana, California. You can use this survey or make your own.




Student Survey

SCHOOL: _____ SEMESTER: _____ YEAR: _____

We want to know your thoughts and opinions about food and physical activity. Please answer these questions to the best of your knowledge. Thank you for your cooperation and please return your survey to _____.



Please Tell Us About Yourself

I am: _____ Female _____ Male

My grade is: _____ Freshman _____ Sophomore _____ Junior _____ Senior

- 1) Do you think the cafeteria and lunch carts sell the types of foods you like to eat at school?
Yes/No
- 2) Do you think the types of foods sold at school are healthy?
Yes/No
- 3) What types of healthy foods would you like to see sold on campus?
- 4) If after-school physical activities were available, would you participate?
Yes/No
If you would not participate, why not? Check all that apply.

<input type="checkbox"/> Transportation	<input type="checkbox"/> Work
<input type="checkbox"/> Not Interested	<input type="checkbox"/> Other, please describe _____
<input type="checkbox"/> Depends on the type of activity	
- 5) If there were other after-school physical activities, what type of physical activities would you like?

<input type="checkbox"/> Dance Class	<input type="checkbox"/> Swimming
<input type="checkbox"/> Walking	<input type="checkbox"/> Aerobics
<input type="checkbox"/> Hiking	<input type="checkbox"/> Others, please describe _____

Thank you for your help with this survey.

Letters, Calls, Presentations and the Media

A major part of your Action Plan will involve telling people about your problem and solution. There are lots of different ways to do this.

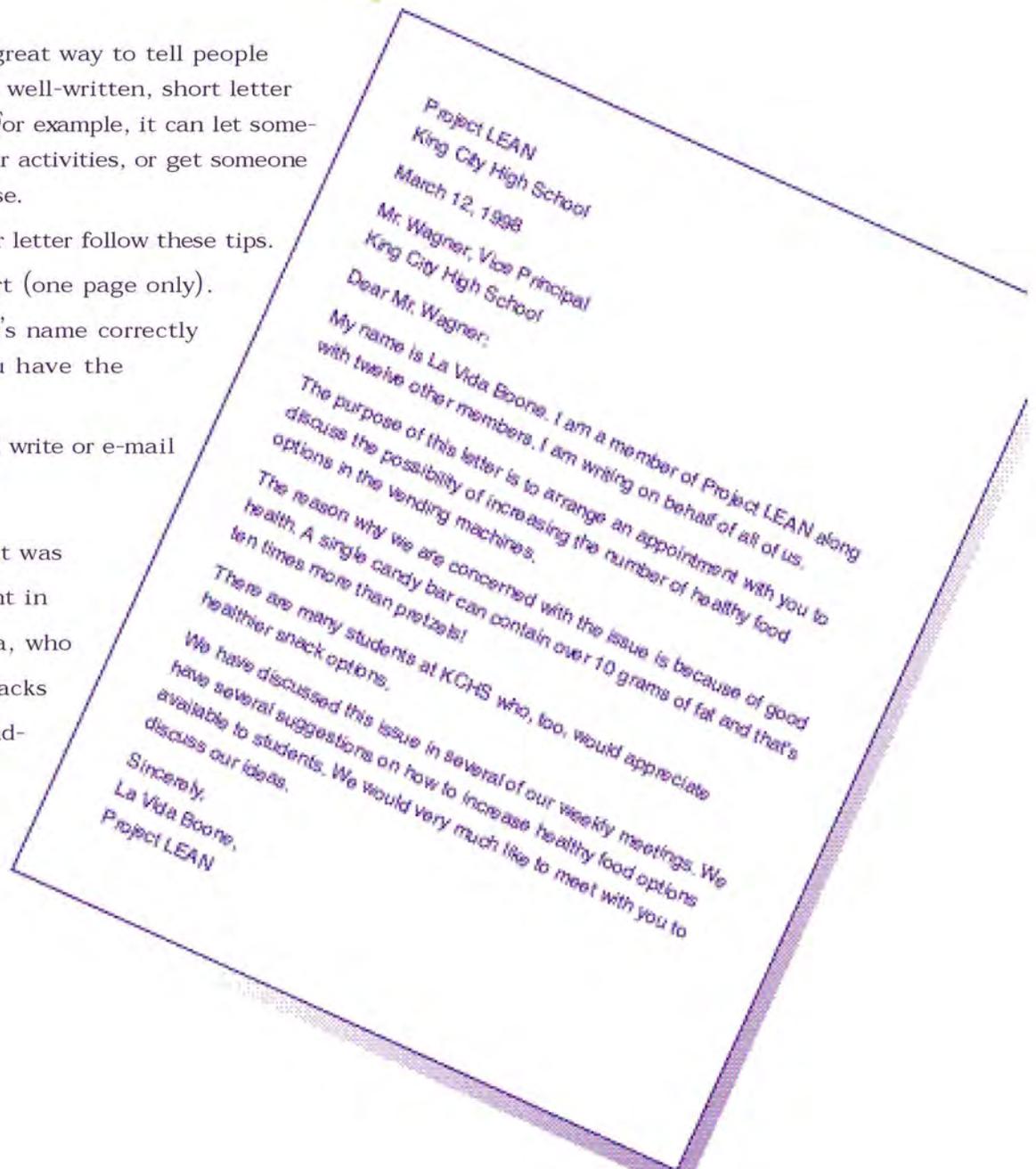
Letter Writing

Letter writing is a great way to tell people about your ideas. A well-written, short letter can do big things. For example, it can let someone know about your activities, or get someone to support your cause.

When you write your letter follow these tips.

- 1) Keep letters short (one page only).
- 2) Spell the person's name correctly and make sure you have the right address.
- 3) It is okay to hand write or e-mail letters.

Here is a letter that was written by a student in King City, California, who wanted healthy snacks in her school's vending machines.



Letter Guide

Use this Letter Guide to help you write your letter.

Your name
School name
Organization or club
School address
School City, State, Zip Code
Date

Name of person you are writing to
Title of person you are writing to
Street address
City, State, Zip Code

Dear (Name of person you are writing to):

My name is (your name). I am a (your age)-year-old student at (your school name). I live in (name of your city or town).

(Explain why you are writing in one or two sentences.)

(Explain why you care about the problem. Use your most interesting facts and shocking statistics. This paragraph can be about three to five sentences.)

(Explain what you are asking for, such as a vote to adopt your policy.)

Sincerely,
(Your signature)
(Your name)

Phone Calls

How would you like to talk on the phone and have it count as hard work? The telephone is an important tool in the policy game. A simple phone call can help you get information or it can give you the chance to tell your ideas and share your facts with a policy player.

When you make a phone call, follow these tips.

- 1) Fill out a copy of the phone guide.
- 2) Get permission to use the phones—whether you are calling from school or home.
- 3) When someone on the other end of the line picks up, always introduce yourself by giving your name, grade, and school.
- 4) If the person you are calling is not there, ask what time he or she will be back. Write down the time a call back then.
- 5) If you need to leave a message, make sure to leave your name, grade, school, phone number, the best time to call you back, and a short message about why you are calling. Most times, your call will be returned. If not, don't be afraid to call back as many times as it takes. Just be polite.
- 6) Have paper and a pencil handy for note taking.
- 7) While you have your contact person on the phone, get the correct spelling of his/her name, title, mailing address, and phone number.
- 8) Say thank you before saying good bye.






Phone Guide

Fill out this Phone Guide before you make your calls.



Contact Information

Contact name:

Contact title:

Contact organization:

Contact phone number:

Contact address:

Hello, may I please speak to (contact name)_____?

My name is_____and I am in_____grade at_____school.

I am calling to speak with you about...

Why you are calling. What you want to say or ask:

Notes. Write down what your contact tells you:

Thank you very much, good bye.



Your Information

Sometimes your contact will ask for more information about you. Fill out the section below so that you have the information handy.

Name of your school:

Your organization or club:

School address:

School fax number:

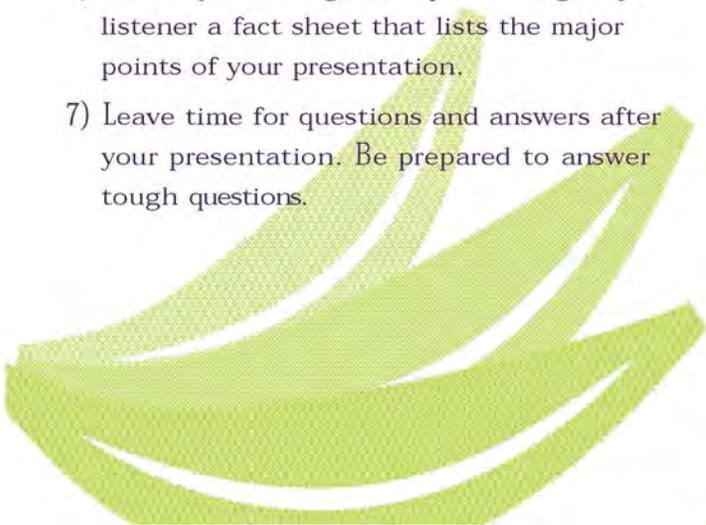
School phone number:



Presentations

Making a presentation is the third way you can tell people about your problem and solution. You can make a presentation to a large group of people, or you can talk at a small meeting with just one or two people.

When you make a presentation, follow these presentation tips.

- 1) Keep it short and simple. State your problem, a few facts and figures, and your solution. Emphasize two to three points you want your listeners to remember.
 - 2) Write your presentation and practice it until you feel comfortable. Practice in front of friends or family members.
 - 3) Make your presentation interesting. Tell a story about why you want to eat healthier and be more physically active. Give shocking facts, or show an interesting chart or picture. For example, tell a short story about a family member who has had a heart attack.
 - 4) Talk about how your solution will benefit the listener, not just how it will benefit you and your friends.
 - 5) You will probably be nervous. Most people are when they make presentations. Just be yourself.
 - 6) To really make a good impression, give your listener a fact sheet that lists the major points of your presentation.
 - 7) Leave time for questions and answers after your presentation. Be prepared to answer tough questions.
- 

HERE ARE SOME TOUGH QUESTIONS THAT PEOPLE MAY ASK YOU

Q: Students might not buy the healthy foods. How can food service take a chance on losing money?

A: First, let's ask the students which healthy foods they will buy. Then we can do a taste test to see which healthy choices the students like the most. Next, we can have a three month trial period. During this time, food service will sell healthy foods and promote these foods so students know they are available. We can encourage students to buy the healthy foods. At the end of three months, we can see if the healthy foods sold well.

Q: How can we keep the gym open after school? The school insurance won't cover this.

A: We can find out how much it will cost to change the insurance. We can talk to the insurance company about giving us a break or we can ask the school board to spend the extra money so students have a safe place to be physically active. We can ask parent groups to help us with this project.

Q: How can we put different foods in the vending machines? That is the vending machine company's decision.

A: We can work with the vending machine company. We can tell the vending machine company that students want some healthy snacks. We'll give them our survey results which show how many students will buy healthy snacks. We'll tell the vending machine company the types of healthy snacks we like and ask them to stock at least two of these in the vending machines.

Working with the Media

Sometimes you need to tell lots of people about your problem and solution. The media may be your answer!

What is the media?

It's where you get your news. Media includes newspapers, magazines, newsletters, radio, and TV. It can even include a poster hanging in your school or a morning bulletin announcement at school.

Will the media listen to your ideas?

Yes. Reporters love to do stories about teens, especially smart, young adults working to improve things. Making news will help you build support for your ideas. It may even help recruit a principal or school board member to your team. The media can inform the community about your problem and solution. The media can also report on the great changes you and your team made at your school. Let's say that the athletic director agrees to allow students to use the soccer fields on weekends. You could ask the local TV station to do a news segment on how students and the school are working together to keep teens healthy and active. A group of students at Zoe Barnum High School in Eureka, California, wrote a press release about a community walking event. Here's what happened:

COME JOIN US

When Zoe Barnum students decided to hold a community walk to get more people physically active, they decided they needed the help of the media. Students wanted the media to tell people when and where the event was happening, and that physical activity was important for everyone.

They decided the best way to get the media's attention was with a press release.

It worked! Before the event, local radio stations and the local newspaper announced the walking event. On the day of the event, all three of the local TV stations did stories on the event and the students.

How do you work with the media?

Find the phone numbers and addresses in the phone book. Call the newspapers, radio and TV stations to ask which reporters cover health and education. Put all of the names, phone and fax numbers, and addresses you find on your Media Contact List.

■ Write a Letter to the Editor.

Newspapers print letters to the editor. These letters express opinions about issues that affect the community. Your letter should describe how the problem has affected your life. You can find the editor's name and address on the editorial page of the newspaper.

■ Write a Press Release.

A press release is a written description of a news story or event. Reporters like events. Create an event at your school to attract reporters. You could hold a debate, or give a presentation to the school board. Make sure to invite the media. You could also invite a reporter to have lunch with you in the school cafeteria.

A press releases should be short and to the point—no more than two pages. It's best to type a press release. Make sure reporters know your press release is written by teenagers. They will be much more interested in your story. You should fax or mail a copy of your press release to all of the reporters on your media contact list, then telephone them to make sure they received it.

After you get media coverage, remember to get a copy of the newspaper article, or a recording of the TV or radio story. You can use the copies the next time you contact a decision-maker.

Sample Press Release

Use the Sample Press Release as a guide when you write your own press release.

For Immediate Release

Date: October 30, 1998

Contact: Gail Ramirez
Student, North High School
(555) 555-5555

What: Three students from North High School will make a presentation to the school board about the lack of healthy foods available at school. The students will describe the findings of a school survey and will present the school board with creative ways to sell healthy foods at school.

Who: Three tenth graders will make the presentation to the school board.

When: The school board meeting will be held on Tuesday, November 17th at 7:00 p.m. The student presentation is scheduled for 7:20 p.m.

Where: The school board meeting will be held at:
Town Hall, first floor meeting room
35 Taylor Road
North Hills, California

Details: Students at North High School are worried about their health. They want to eat healthy foods, but all they find at school is fast food, chips and soda. These students are mobilizing to change school policy to assure that healthy foods such as fruit and yogurt become part of the school menu.



Media Contact list

Use this worksheet to list newspapers and television and radio stations in your school and community.



NAME	NEWSPAPER OR STATION	ADDRESS	PHONE AND FAX #	NOTES



Glossary

Words you need to know for the Policy Game

Decision Makers	People who have the power to say yes or no to a policy change.
Editor	The person who decides which articles will be printed in a newspaper or magazine, or which stories will be seen or heard on the news.
Fact	A piece of true information.
Healthy Eating	Healthy eating means choosing foods that make you look and feel your best. Choose a variety of foods that are mostly low in fat and added sugar. For example choose fruits, vegetables, starches and whole grains, protein foods, milk and dairy products, and small amounts of sugar and fat. The Food Guide Pyramid can be used to make healthy food decisions.
Issues	A problem, solution, or question about which people have many opinions.
Media	Newspapers, magazines, radio, television, the internet, e-mail, and even posters. We get news and entertainment from the media.
Physical Activity	Any type of activity that gets you moving, such as, walking, dancing, working out, playing sports, swimming, jogging, martial arts, and biking. Try to get at least 30 minutes of physical activity every day, 60 minutes is even better.
Policy	A written law, rule, or regulation that has the power to influence how people think and act. It usually requires the approval of a decision maker to change.
Policy Player	Any person that gets involved in making, changing, or carrying out policy.
Press Release	A written description of a news story or event.
Problem	A situation you want to change.
Promote/ Promotions	To advertise or get attention for something.
Solution	How to change the situation and get rid of the problem.
Survey	To collect information: 1) to describe people's thoughts, feelings, and opinions, or 2) to describe a location or environment such as a school campus.

Just for Fun Career Assessment

Choosing a career is not a decision to be taken lightly. On the contrary, it's one of life's biggie—in the running with determining whether to marry, how many children to have, or which house to buy. So what if you haven't a clue as to your vocational calling? Take this quiz and you'll be one step closer. For each question, write down the one answer which best applies to you.

1. When you were a kid, which of the following did you dream of being when you grew up?
 - A. An astronaut
 - B. A movie star
 - C. A super hero
 - D. A doctor, nurse, or teacher

2. Do you prefer working:
 - A. As part of a team
 - B. As a group leader
 - C. Alone
 - D. A combination of A & C

3. You feel like you've accomplished something when you:
 - A. Finish reading a novel
 - B. Balance your checkbook
 - C. Change a stubborn person's mind
 - D. Participate in a competitive event, such as a marathon

4. In your opinion, early morning is:
 - A. The best time to go to sleep
 - B. A drag, but feasible
 - C. An opportunity to take on the world
 - D. A chance to spend some time alone

5. Your idea of a great day at work would include:
 - A. Convincing someone that your way is the best way
 - B. Showing someone a new, fun method to perform an old task
 - C. Traveling to a branch office to talk about a new product
 - D. People coming to you for advice and assistance

9. If you were the boss:
 - A. Every day would be casual day
 - B. You would incorporate creative, new ways to do the job
 - C. People would straighten up and fly right
 - D. You would cringe at all the responsibility

10. Your friends see you as:
 - A. Level-headed, calm and intelligent
 - B. Caring, good-natured and kind
 - C. Someone they look up to
 - D. Active, fun and amusing

Scoring and Interpretations

Tally your score using the following chart:

1. a = 1, b = 2, c = 4, d = 3
2. a = 4, b = 2, c = 1, d = 3
3. a = 3, b = 4, c = 2, d = 1
4. a = 1, b = 3, c = 2, d = 4
5. a = 2, b = 4, c = 1, d = 3
6. a = 2, b = 4, c = 1, d = 3
7. a = 4, b = 1, c = 2, d = 3
8. a = 4, b = 2, c = 1, d = 3
9. a = 1, b = 3, c = 2, d = 4
10. a = 4, b = 3, c = 2, d = 1

If your score between **10** and **17**, you are adventurous, a risk-taker, and a bit of a dreamer. You enjoy being active, and staying in one place too long makes you feel restless. You are motivated and enjoy inspiring others to feel the same. Consider a job which allows you to fulfill your wanderlust such as an over-the-road truck driver or commercial pilot; or an occupation that would give you the chance to spur people into action: contemplate running for office, or try your hand at motivational speaking.

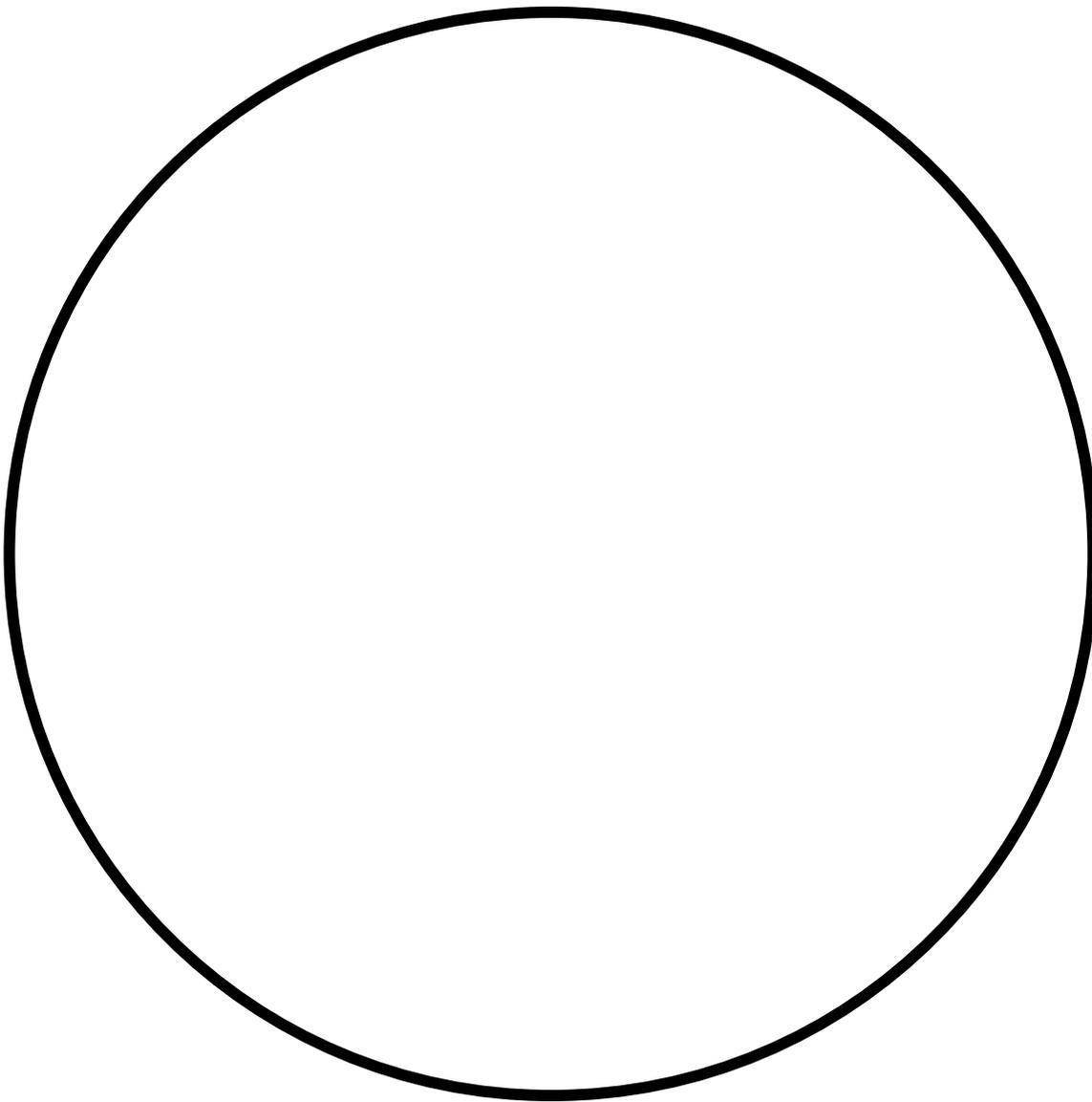
If you scored between **18** and **23**, you possess strong leadership qualities and you know how to win people over. You know deep down that you have ideas that could change the world. People have always respected your opinion, and you tend to end up head of any committee you are on. Consider a position in business or restaurant management. Your persuasive personality also makes your ideal for a career in sales, fund-raising, or law.

If your score was between **24** and **32**, your friends would describe you as traditional, trustworthy, and reflective. You love the feeling you get while checking items off of a to-do list, and you are eager to show others how to do things, whether it teaching a child to bake a cake or explaining a computer shortcut to a coworker. Your kind heart and studious ways would make you a model teacher or librarian. Or consider a profession as a life coach, where you can help others accomplish their goals.

If you score between **33** and **40**, you love helping others and don't care much for the limelight. You work well without supervision, and your own achievements are what encourage you. People often seek you out for help, be it advice they need or a hand moving furniture. Your unsung hero qualities make you a prime candidate for a police, fire, emergency technician or medical position. Your listening skills would also help you to become a superlative counselor or therapist.

Your score may be very close to a second category. In that case, you have attributes that overlap two personalities, so take into account both sets of traits. Ponder which careers spark an interest in you, or which occupations you have considered in the past. Chances are, you know the answer. The most important part of choosing a career is knowing you'll be doing something you love. Go with your heart, and don't second-guess yourself!

MyPlate Comparison Sheet



The following image from the USDA can be found at <http://www.choosemyplate.gov/index.html>. (Another great article from WSJ BLOGS; From Harvard, a Different Take on a Healthy Plate can be found at <http://blogs.wsj.com/health/2011/09/14/from-harvard-a-different-take-on-a-healthy-plate/>)

